

MULTIPLICATION TABLE

Once	0 is	0	2 times	0 are	0	3 times	0 are	0
Once	1 is	1	2 times	1 are	2	3 times	1 are	3
Once	2 is	2	2 times	2 are	4	3 times	2 are	6
Once	3 is	3	2 times	3 are	6	3 times	3 are	9
Once	4 is	4	2 times	4 are	8	3 times	4 are	12
Once	5 is	5	2 times	5 are	10	3 times	5 are	15
Once	6 is	6	2 times	6 are	12	3 times	6 are	18
Once	7 is	7	2 times	7 are	14	3 times	7 are	21
Once	8 is	8	2 times	8 are	16	3 times	8 are	24
Once	9 is	9	2 times	9 are	18	3 times	9 are	27
Once	10 is	10	2 times	10 are	20	3 times	10 are	30
Once	11 is	11	2 times	11 are	22	3 times	11 are	33
Once	12 is	12	2 times	12 are	24	3 times	12 are	36
4 times	0 are	0	5 times	0 are	0	6 times	0 are	0
4 times	1 are	4	5 times	1 are	5	6 times	1 are	6
4 times	2 are	8	5 times	2 are	10	6 times	2 are	12
4 times	3 are	12	5 times	3 are	15	6 times	3 are	18
4 times	4 are	16	5 times	4 are	20	6 times	4 are	24
4 times	5 are	20	5 times	5 are	25	6 times	5 are	30
4 times	6 are	24	5 times	6 are	30	6 times	6 are	36
4 times	7 are	28	5 times	7 are	35	6 times	7 are	42
4 times	8 are	32	5 times	8 are	40	6 times	8 are	48
4 times	9 are	36	5 times	9 are	45	6 times	9 are	54
4 times	10 are	40	5 times	10 are	50	6 times	10 are	60
4 times	11 are	44	5 times	11 are	55	6 times	11 are	66
4 times	12 are	48	5 times	12 are	60	6 times	12 are	72
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7 times	2 are	14	8 times	2 are	16	9 times	2 are	18
7 times	3 are	21	8 times	3 are	24	9 times	3 are	27
7 times	4 are	28	8 times	4 are	32	9 times	4 are	36
7 times	5 are	35	8 times	5 are	40	9 times	5 are	45
7 times	6 are	42	8 times	6 are	48	9 times	6 are	54
7 times	7 are	49	8 times	7 are	56	9 times	7 are	63
7 times	8 are	56	8 times	8 are	64	9 times	8 are	72
7 times	9 are	63	8 times	9 are	72	9 times	9 are	81
7 times	10 are	70	8 times	10 are	80	9 times	10 are	90
7 times	11 are	77	8 times	11 are	88	9 times	11 are	99
7 times	12 are	84	8 times	12 are	96	9 times	12 are	108
10 times	0 are	0	11 times	0 are	0	12 times	0 are	0
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10 times	2 are	20	11 times	2 are	22	12 times	2 are	24
10 times	3 are	30	11 times	3 are	33	12 times	3 are	36
10 times	4 are	40	11 times	4 are	44	12 times	4 are	48
10 times	5 are	50	11 times	5 are	55	12 times	5 are	60
10 times	6 are	60	11 times	6 are	66	12 times	6 are	72
10 times	7 are	70	11 times	7 are	77	12 times	7 are	84
10 times	8 are	80	11 times	8 are	88	12 times	8 are	96
10 times	9 are	90	11 times	9 are	99	12 times	9 are	108
10 times	10 are	100	11 times	10 are	110	12 times	10 are	120
10 times	11 are	110	11 times	11 are	121	12 times	11 are	132
10 times	12 are	120	11 times	12 are	132	12 times	12 are	144

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re 27
re 36
re 45
re 54
re 63
rc 72
re 81
re 90
re 99
re 108
re 0
re 12
re 24
re 36
re 48
re 60
re 72
re 84
re 96
re 108
re 120
re 132
re 144



"And He went down with them and came to Nazareth
and was subject to them."—St. Luke, chap. II, v. 51.

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DOMINION SERIES

SADLIER'S

CATHOLIC



SECOND READER

CONTAINING

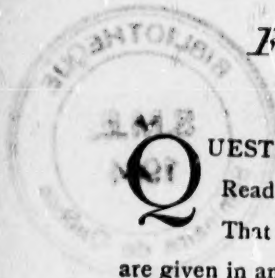
*A COMPLETE COURSE IN ARTICULATION; EXERCISES
IN SPELLING AND PRONUNCIATION; CHOICE
READINGS, AND REVIEW QUESTIONS*

BY A CATHOLIC TEACHER



JAMES A. SADLIER

MONTREAL AND TORONTO



FOR INSTRUCTORS.

QUESTIONS IN RECITATION, as generally employed with Readings, tend to confused and illogical habits of thought. That this may be avoided, fit questions on all the Lessons are given in an Appendix.

ARTICULATION, in Part I, should be thoroughly taught, each drill being limited to the elementary sound preceding the Reading. Let pupils read the Lists of Words, both separately and in concert, uttering the given sound after each word pronounced. Also teach the Marked Letters and their uses.

PRELIMINARY EXERCISES. Pupils should pronounce the words of the List and spell all the difficult words of the Lesson. Require them to commence with the last word of each paragraph and pronounce back to the first, especially noticing Marked Letters and Accents.

BEFORE THE FINAL READING, be sure that the Lesson is understood. Adopt a simple formula and let the pupils give the leading thoughts in their own language. For example, *first*, the title of the piece; *secondly*, the objects mentioned, and the facts concerning these objects; *thirdly*, the narrative or connected thoughts, and the portion illustrated by the picture, if any; and *fourthly*, the moral, or what the lesson teaches.

Entered according to Act of Parliament, A. D. 1883, 1886

By JAMES A. SADLIER,

In the Office of the Minister of Agriculture and Statistics, at Ottawa.

PREFACE.

SUITABLENESS in regard to the religious and mental needs and the natural and healthful wants of the pupils for whom this work is designed, has determined the character and classification of its Exercises and Lessons. Simple, direct, and progressive, they are systematically arranged for the attainment of specific and obvious results.

PART FIRST contains a complete Course in Articulation, in which a separate Exercise is given for each elementary sound in connection with a regular Reading Lesson. The words of the Exercise which immediately precedes a Lesson are incorporated therein, thus insuring a drill in the given sound.

PART SECOND contains a great variety in style, and is specially adapted to illustrate the important Elements of Expression. The new or difficult words are arranged in Lists, at the heads of the Lessons, for Exercises in Pronunciation and Spelling. Several

Lessons are printed *in Script*, thus enabling pupils to acquire facility in reading writing.

IN THIS EDITION, all of *Webster's* marked letters are used as required, to indicate the correct pronunciation of doubtful words, both in the Lists and the Readings. They are introduced gradually, lesson by lesson, as their elementary sounds are taught. Its Phonic Alphabet is made complete by the addition of six combined letters, as follows: Ou, ow, ch, sh, fh, wh, and ng.

WITH THIS MARKED TYPE, as easily read as though unmarked, which affords nearly all the advantages of pure Phonetics, with Lessons not less remarkable for varied interest and valuable information than for their fitness as Reading Exercises, and with wood-cuts which faithfully illustrate the text, this little volume is believed to offer facilities for teaching Primary Reading superior to those of corresponding works.

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PART I
GOOD LOCUTION.

PHONETIC KEY.

I. TONICS.

1. ā, or ē; aș, āle, veil: 2. ă; aș, făt: 3. ä; aș, ärt:
4. æ or ô; aș, all, eörn: 5. â, or ê; aș, eäre, thêre:
6. á; aș, ásk: 7. ē, or ĭ; aș, wē, pique: 8. ě; aș, ěll:
9. ě, ĭ, or ũ; aș, hēr, sīr, bŭr: 10. ī, aș, ĭce: 11. ĭ; aș,
ill: 12. ō; aș, ōld: 13. ǫ, or ą; aș, ǫn, what: 14. ō,
ōō, or ȳ; aș, dǫ, fōōl, rŭle: 15. ũ; aș, mŭle: 16. ŭ, or
ó; aș, ŭp, sŏn: 17. ȳ, ȳ, or ǫō; aș, bŭll, wŏlf, wŏol:
18. Ou, ou, or ow; aș, Out, lout, owl.

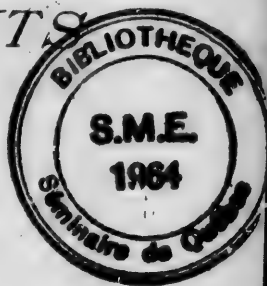
II. SUBTONICS.

1. b; aș, bib: 2. d; aș, did: 3. ġ; aș, ġġ: 4. j, or
ġ; aș, jġ, ġem: 5. l; aș, lull: 6. m; aș, mum: 7. n;
aș, nun: 8. ŋ, or ng; aș, link, sing: 9. r; aș, rare:
10. Th, or th; aș, That, thġth'er: 11. v; aș, valve:
12. w; aș, wiġ: 13. y; aș, yet: 14. z, or ș; aș, zine, iș:
15. z, or zh, aș, āzure: x for ġz; aș, ex āet'.

III. ATONICS.

1. f; aș, fife: 2. h; aș, hit: 3. k, or e; aș, kinġ,
eat: 4. p; aș, pop: 5. s, or ȳ; aș, siss, qity: 6. t; aș,
tart: 7. Th, or th; aș, Thin, piġh: 8. Ch, or ch; aș,
Chin, rich: 9. Sh, sh, or ȳh; aș, Shot, ash, ȳhaișe:
10. Wh, or wh; aș, White, whip.—*Italics*, silent; aș,
often (ǫf'n)

ORAL ELEMENTS



I. SOUNDS OF A.¹

I.

1. FLIES AND SPIDERS.

fāce cāve cāme māde lāy
sāve bāse sāme wāked dāy

“**W**HY has God made flies and spiders?” a young prince used to ask. “Of what use are they? If I could, I would sweep them from the face of the earth.”

2. One day, in a great fight, this prince had to flee. At last, when tired, he lay down to rest in a wood, and soon slept.

3. A foe saw him, and crept close to his side to kill him. Just

¹ See Suggestions to Teachers, page 4.



then the buzz of a fly waked him.
He drew his sword and killed his foe.

4. He next hid in a cave in the same wood. That night a spider spun her web at its mouth.

5. Two of his foes came near. The prince heard their talk, and knew they were in search of him.

6. "Look!" said one; "I am sure he is in this cave."

7. "No one can be in the cave," said the friend. "See, that web is whole. It would break, if touched."

8. When the two were gone, the prince shed tears, and said, "O my God! What thanks I owe Thee! Last night Thou didst save my life by means of a fly; and this night, by means of a spider."

9. "It is true that things which may seem small and base in my sight, are of great use in Thy hands; nor hast Thou made aught in vain."¹

II.

2. THE NUT.

băd	ăt	Năn	hănd	shall
hăd	ăn	ănd	thăt	Frănk

ONE DAY, Nan and Frank were at play near a big tree, when a large nut fell from it.

¹ See Questions on the Lesson, page 162.



2. As Nan picked it up, Frank said, "It is my nut, for I saw it fall."

3. "No, it is mine," said Nan, "for I picked it up."

4. Just then a bad boy came that way, and he said, "What made you fall out?" They told him, and asked him to judge for them.

5. "Well," said he, "let me take the nut, and I will tell you."

6. So he cracked it, gave one half of the shell to Frank, and said, in an odd way, "That is yours, for you saw the nut fall."

7. He then gave the rest of the shell to Nan, and said, "That is yours, for you picked up the nut."

8. Then he said, "The meat is mine, for I cracked the nut." And then he ate it. Was this right?¹

III.

3. ROSE AND CHARLES.

fär cälf yärd läрге Chärles,
 äre härk härm Clärk pa pä'
 hälf bärn stärs bärk mam mä'

HALF-PAST eight, Charles, said Rose Clark, and you not in bed yet!

2. On the next leaf, you will see Rose and Charles in his small room.

¹ See Questions on the Lesson, page 162.

3. Their papa and mamma have gone to town. "Hark! Charles, they will soon be home," says Rose; but they can not hear a sound.

4. The cow is far off in the field. The young calf and the pigs are in a yard near the barn. The hens are at roost.

5. Though it is night, Rose and Charles need no lamp. The stars are bright. The full moon is up.

6. As they look out, Rose talks to Charles. She tells him of our good God who made the large, round moon and the bright stars.

7. Then she tells him of the Blessed Virgin, who is called "The Star of the Sea." "Why is she called 'The Star of the Sea?'" asks Charles.

8. "As a star, by its light in the sky, guides men far out on the sea,



so our sweet Mother Mary helps us on the sea of life," says Rose.

9. They hear a sound at the door, and papa and mamma come in. Charles says his prayers, and soon sleeps. He dreams of a bark at sea, and a bright star to guide it.¹

¹ For Questions on this Lesson, see page 162.

IV.

4. THE SWARM OF BEES.

saw tall fall Paul short
talk call wall horn swarm

PAUL BROWN is a young friend of mine. Though he is a small boy, he can talk well.

2. One warm day last June, he made a call at a farm, not far from his home. Let me tell you what he saw, as he told it to me.

3. "In a short time," said he, "we heard strange sounds. They were made by a crowd of folks, with a bell, a horn, and some old milk pans.

4. "They beat the pans, and blew the horn, and rang the bell, to make as much noise as they could.

5. "I soon saw that they were from the next farm. They were



in full chase of a large swarm of bees, which flew in the air just in front of them.

6. "The bees at length lit on a tall pear tree, near a wall, and hung in a bunch from one of the limbs.

7. "Then a ladder was brought, and a man with gloves on his hands, and a cloth on his head, went up and swept the bees into a hive.

8. "But, as the man came down,

some bees, which had got in his gloves, stung him, and he let the hive fall.

9. "Part of the bees fell out, and flew at the crowd in great rage. They stung all whom they came near.

10. "The folks ran, and some were heard to scream; but the poor man, who let the hive fall, was stung so much that he was glad to get down on the ground, and creep through the tall, thick grass.

11. "At length the bees came back to the hive, which the queen bee had not left; and soon, when all was still, a cloth was put on it, and one of the men took the swarm home."¹

¹ For Questions on this Lesson, see page 168.

V.

5. THE DOLL'S BLANKETS.

hâre	spâre	âir	pâir
râre	Clâre	fâir	thêre
Dâre	squâre	hâir	whêre

MAY DARE was a dear little girl, with long fair hair and a bright sweet face. In her room hung a rare painting of our Lord, as a Babe in the Manger.

2. May loved to prây before this picture, and then she would sây, "Dear Lord, if I could save you from the cold, how glad I should be!"

3. Her mammâ often said to her, "My child, what you do for the poor you do for our Lord."

4. At Christmas, May's äunt gave her a large wax doll, and a crib for it with all things to match. There was a pair of square blankets with



her name, May Dare, worked on one end of each.

5. One very cold day, as May came from school, she saw by the fence, near the gate of St. Mary's church, a poor mother and babe. The babe looked so cold and sick that May's blue eyes filled with tears. Then, as a thought passed through

her mind, she ran, swift as a hare, toward home.

6. Her mammä was out, and she looked in vain for some clothes for the poor babe. At last, she thought of her doll's blankets.

7. She went up stairs where Dolly lay, snatched up the blankets, and ran back to the church steps.

8. As May wrapped her gift around the babe, the mother's pale face lit up, and she said, "God's grace be with you, fair child!"

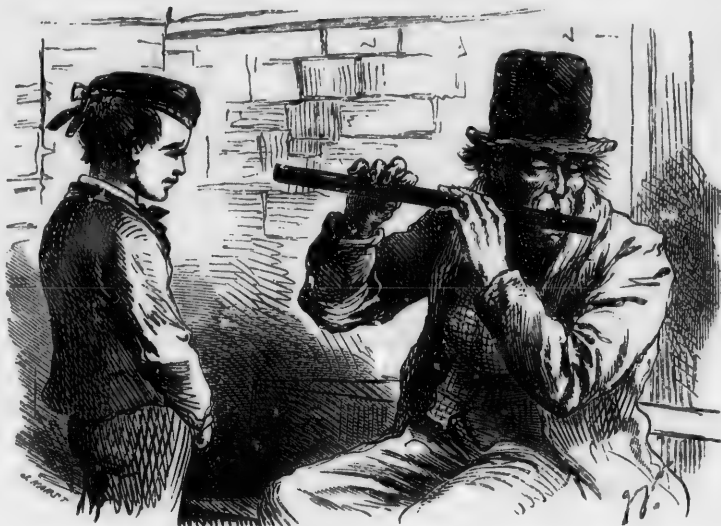
9. May still lives and works for the poor. Her name is Sister Clare.¹

VI.

6. *THE ANT AND THE DOVE.*

ant	fäst	cläss	gräss	chänce
ask	päst	täsk	Gränt	glänced
läst	gäsp	dänce	bränc	gräsped

¹ For Questions on this Lesson, see page 163.



SETH GRANT is six years old. He is not a bad child; though, like most small boys, he is quick to ask for things which he wants, but not so quick to give.

2. Seth goes to school. He likes to learn his tasks. He is first in his class.

3. But he is too fond of nuts, cake, and nice fruit. When he can get a few cents, he will dance, and

clap his hands for joy. Then he will spend them all for sweets.

4. Once, when he had been at the head of his class for three days, his mammä gave him ten cents.

5. On his way to the store, he heard an old man play some fine tunes on a flute. But he did not give the old man a cent, though he was poor and blind.

6. When, by chance, Seth's mammä learnt this, she was much grieved at it. "My dear son," said she, "you must try to think less of self, and learn to aid the poor." Then she told him this tale:

7. A hot day in June, in times long past, drove a poor ant to take a sip from a clear brook. She fell in, and went down fast with the stream.

8. A dove, which sat on a branch of a tree close by, saw the ant fall, and threw a leaf down to her in the brook.



9. At the last gasp, the poor ant grasped the leaf, and so was brought safe to land.

10. In a few days from this time, the ant, by chance, glanced up from the short grass, and saw a man take aim with his bow to shoot the dove.

11. But just at the right time, the ant bit him on the heel. This made him give a start, and spoilt

his aim. Then the dove flew off safe and sound.

12. You māy learn from this tale, my dear child, that a friend in need is the best of friends. Learn, too, that it is best to live, and let live. Let me hear it once more: LIVE, AND LET LIVE.¹



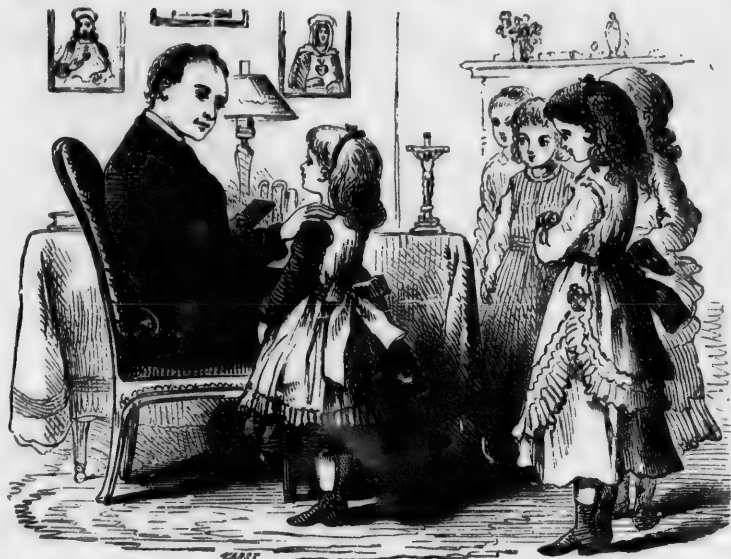
II. SOUNDS OF E.

I.

7. EVA LEE.

Eva	bēat	bēam	clēar	piēce
Lēe	ēach	mēek	trēat	griēf
sēe	dēar	wēep	tēach	priēst
dēed	fēar	knēel	fēast	plēase
sēen	nēar	swēet	Nēale	strēam

¹ For Questions on this Lesson, see page 163.



KIND Sister Regis came each dāy to teach à clāss of little girls and to prepâre them to receive our Lôrd for the first time.

2. How thêir eyes would beam and their little hearts beat for joy, as she spoke to them of the goodness of our meek and loving Lord.

3. Evà Lee was the youngest of the band. She was nearly ten years old. Just as the great dāy drew



near, Sister sent for E'vā and told her that she was too young, and that she must wait one more year.

4. Ah, if you could have seen Eva weep! But on Easter eve, when the little band went to see good Father Neale, Eva went with them.

5. The kind priest saw hēr sad face and the tears in her eyes. So he gently drew her to his side and asked the cause of her grief.

6. When he had hēard it, he said, "Cheer up, my pet! Let me see if you can answer me." Eva's eyes grew bright, as one by one her answers proved clear and right.

7. "If, at thē altar-rail, I should give you only à small piece of the Sācred Hōst, would you receive our Lord?"—"Oh yes, Father! and I should be so happy!"

8. "God bless you, my child!" said the priest. "Tell Sister you may go on the great Feast with the rest." Then E'vá's cheeks grew red with joy. You may be sure there was no happier child on that Easter dāy, in all the world, than Eva Lee.¹

II.

8. *THE SPRING WALK.*

těn	ělm	Běll	tělls	frěsh
pět	lěft	ědge	spěnt	směll
gět	rěst	ěggs	fěnce	hědge
rěd	něst	wěnt	crěss	twělve
měn	sěnt	lědge	sěnds	frیënd

ANN BELL is twelve years old. She once went to our school. She is now at the house of a dear friend, who lives ten miles from her own home.

2. Ann sends notes to her äunt,

¹ For Questions on this Lesson, see page 164.

in which she tells her how a part of her time is spent.

3. "One bright dāy lāst week," she writes, "I left the house, at ten o'clock, to take a walk. A small pet dog went with me.

4. "I first pāssed down a long lane. The fence on one side is an old hedge. It is now in leaf. I saw some birds, and a nest with four blue eggs in it.

5. "Men were at work with plows and hoes, in a big field of corn. The fresh earth sent up a sweet smell.

6. "Plants and fruit-trees were in full bloom. They were bright with green, white, red, and gold.

7. "I went through a small wood, in which most of the trees were large. They were beech, birch, elm, oak, and ash.



8. "Thêre is à clear, cold crêek, in a deep gulf, in this wood. A ledge of rocks made it hard work for me to get down to it.

9. "I sat on à big stone to rest, and saw the fish plây in the stream. The dog was near my feet. A thrush sung a sweet song in an old elm.

10. "I found young mint on the bank, and cool cress in thē edge of the brook. I crossed à stone bridge on my wāy home, and came back by the road."¹

III.

9. THE TWO MICE.

PART FIRST.

hēr fērn bīrd ēarth hēard
fūr Pērt hērbs sēarch sērved

PEEP was the name of à young field mouse. She knew what it was to dig in thē earth, and to search far and near for her food; but still she was gāy, and free from all câre.

2. One bright dāy, when the sky was blue, and the âir was mild, and the young herbs were sweet and green, Peep took à long walk.

¹ For Questions on this Lesson, see page 164.

3. Just as she came near à clump of fern, she heard a sweet voice sây, "Peep, Peep!"

4. She first gave à start, and then stood still. She was so glad that she did not know what to do.

5. A fine young mouse came out of the fern. His fur was as bright and smooth as silk.

6. He came up to her and said, "I am glad to see you, Miss. My name is Pert. I live in à large town, not far from here.

7. "I came to pàss this fine dāy in your field. You māy be sure that I am your friend. I hope that I see you well."

8. This fine speech pleased Peep so much, that she àsked him home to dine with her.

9. She served up à meal for him



in her soft nest,
which was in the
hole of a tree.

19. The fâre
was plain, but it
cost some pains
to get it. There
were rye, côm,
wheat, a frog's
leg, ants' eggs,

and the sweet bag of a bee.¹

IV.

10. THE TWO MICE.

PART SECOND.

PERT did his best to please
Peep, but it was hard to taste
such fâre. At lâst he said, "Dear
Peep, to be free with you, I think
frogs and bees are fit for none but
snakes and birds to eat.

2. "How can you spend your

¹ For Questions on this Lesson, see page 164.

life in this vile hole, with naught to look at but hills and brooks, green grass and sky.

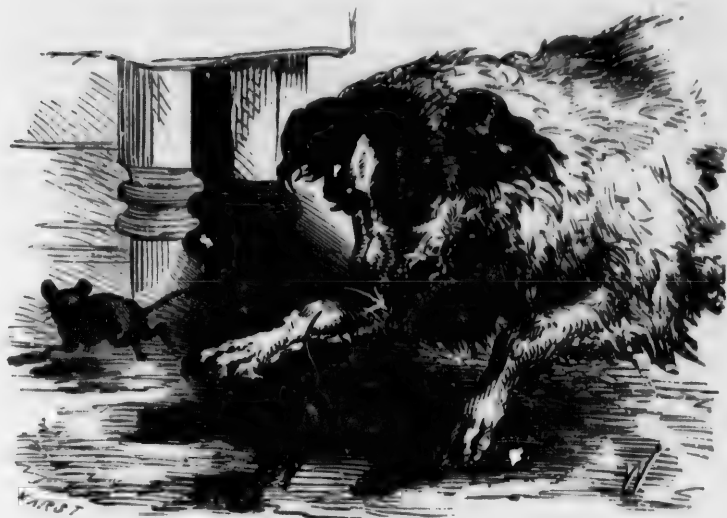
3. "No sounds reach your ears but the songs of birds and the buzz of bees, while in the town we hear the news of the whole world.

4. "Take my word for it, dear Peep, you will not err, if you leave this place and live in town; for there we dance and sing, and take our fill of the best."

5. So they set off, side by side, and went on for a long time, till, at dusk, they came to a grand house.

6. They got in this house through a chink, and crept to a room where a feast was spread.

7. There were all kinds of fowl, ham and eggs, cake and cheese, and tarts and cream. Peep was quite



wild with joy, and they both ate as fast as they could.

8. But hark! a key turns in a lock, and lo! a big man comes in with a large dog.

9. The mice, in great fright, now run for the chink; but their tails brush the jaws of the fierce dog, as they get out.

10. When they were safe, and Peep could get her breath, which

was a long time first, she said to Pert, "I shall take my leave of town and great folks from this hour.

11. "I long for the charms of my field, and my snug nest in the old tree; for,

Though hard the work to earn our fare,
Mice are most blest when free from care."¹



III. SOUNDS OF I.

I.

11. JAMES AND MAUD WRIGHT.

like	hīgh	sīde	chīld	while
fīre	kīnd	wīld	crīed	crīme
fīnd	nīce	līght	prīce	brīght
fīne	nīne	sīght	rīght	smīles
fīve	tīme	nīght	mīght	Wrīght

¹ For Questions on this Lesson, see page 165.

THE sun and the wind have tanned James Wright's fine face. He is nine years old. His eyes are black. His hâir is dârk.

2. Though he is wild and full of fun, he has à kind heart. When out of school, and not at play with the boys whom he likes, he is most of the time at home with Maud.

3. She is seven years old. Hêr face is fâir. Her cheeks are as red as à rose. Her eyes are blue. Her long, thick hâir looks like fine flax.



4. One warm dây, James and Maud were at plây in the front yard. Thêir papä

sat near, in the shade of an old tree, with his straw hat by his side, and his book on his lap.

5. They were at plāy with å lårge, new top, which had cost a high price. James taught Maud to spin it. Five times she made it sing, or hum, on the hårđ pårth.

6. He could spin the top well; but when she did her best, it would go but å short time. This made her so sad that the bright smiles all left her sweet face; and when, at låst, he made it sing for a long, long time, she was so vexed that she kicked it with all her might.

7. "You åre å nice child," said James; "you shall spin my top no more to-day." This vexed hår still more. She cried, and called him "Old black Jim."



8. Then thêir papä told both of them to come to him. "Why do you cry, my dear?" said he to Maud.

9. "Papä," said she, "James was not kind to me. He said that I was à *nice* child, and that he would not let me spin his top."

10. "I saw and hêard it all, my child. You know it is not right to

call James 'Old black Jim,' and to kick his top when he spins it.

11. "To speak to you in such a tone was not kind; but, since you did worse than he, you should not be the first to find fault. You may both sit on this seat with me, while I tell you a tale of 'The Fly and the Moth.'

12. "A fly, one night, stood on the rim of a pot of jam. As he could not turn from so nice a feast, he had to go down the jar to reach the fruit; but he soon found to his cost, that he stuck fast and could not get out.

13. "A moth, which flew by, said, 'It serves you right! How could you think that such legs and wings as yours would be safe in a pot of jam?'

14. "The moth saw a lamp in the same room, and flew in the light of it; but soon his sight grew dim, he sprung up to the flame, and was burnt to death.

15. "'Ah!' said the fly, which saw him, 'how is this? You love to play with fire; *you*, who took me to task for so small a crime as a taste for jam!'

16. "We are too apt to tax our friends with faults, while we fail to see our own."¹

II.

12. THE FIELD OF CORN.

it	ill	till	rich	cribs
is	his	fill	this	since
in	six	gift	wish	think
big	him	will	Quinn	thing
did	give	with	skill	which

¹ For Questions on this Lesson, see page 105.

OWEN QUINN was once a rich man. He then had men to work his farms, and fill his big barns and cribs with hāy and grain,



and a good wife and six fine sons to bless heärth and home.

2. But he had lost his wealth, and his dear wife and four of his sons died

long since. Frank and James, the two sons left to him in his old age, wēre gone from home to make thēir wāy in the world.

3. So he was left with but one field, from which, by skill and hard

work, he got his food. But, at length, he fell ill, and sent for his two sons, that he might take leave of them, and give them his last blessing.

4. "My dear boys," said he, "I feel that my end is near, and I ask as a last request, that you love and serve God well all your lives. And now all the wealth I have to leave, you will find in my field one foot under—"

5. But here Owen Quinn's voice grew faint, and as the priest had just come in, they left their father to make his peace with God. When they next saw him, in a low voice he blessed them and died.

6. Their great loss grieved them so much that, for a long time, they did not think of what their father had told them of his wealth. But,



at length, want drove them to seek in the field for what they thought must be a box full of gold, or coin of some kind.

7. They sēarched it through from end to end. They dug and dug till thêre was not a clod that had not been tûrned. At lāst they gave it up.

8. "It is strānge," said Frank, "that our fāther should have set

us on this long sēarch for ā thing which is not here."

9. "Come," said James, "since we have done so much hard work on the field, I think that we may as well gēt some good from it. So we will plānt it with cōrn, and our toil will not all be lost."

10. And so they set to work to plant the corn, and in due time ā crop sprung up, six times as large as the crops which had grown thēre in thē old man's dāy.

11. The young men then said that this must have been the gift which thē old man meant, and that his wish was that each should ēarn his bread by the swēat of his face.¹

¹ For Questions on this Lesson, see page 165.

IV. SOUNDS OF O.

I.

13. ROSE AND JOHN POPE.

nō	tōld	rōad	mōre	stōle
sō	tōre	grōw	Pōpe	clōse
ōld	bōth	knōw	Rōse	thōse
Rōe	shōw	hōme	Bōse	cōurse

ONE fine dāy when thêre was no school, Rose and John Pope took à long walk. In a large yard, which was close to the rōad, John saw some choice fruit.

2. "O Rose," said he, "do look at those trees and vines! I will try to gět over this high wall; for we must have some of those nice peârs, and plums, and grapes."

3. "We must not," said Rose; "the fruit is not ours, and you know

that it is a sin to steal. Come with me, and we will go to Jane Roe's; for her house is near, and I know that she will be glad to see us."

4. They soon came to the house, and asked at the gate if Jane was in. She heard them, and ran out, and led them both in, and laughed, and clapped her hands for joy.

5. Then her mammä asked them to stāy and lunch with her. She told Jane to show them the grounds, and give them some ripe fruit.

6. They soon found that it was the same fruit which they saw as they walked in the rōad, and that just at the place where John wished to get over the high wall, a large dog was chained.

7. When the dog saw them, he growled, and barked, and jumped.



to break his chain and get at them. But Jane said, "Down, Bose! down, I s̄ay!"—and he was soon still. "We keep thē old dog here to guard our fruit and grounds," said she.

8. Then shame and fear moved John to tears. He saw how kind Rose had been to warn him, and thus save him from the sin of theft, as well as from the jaws of that fīerce dog.¹

¹ For Questions on this Lesson, see page 165.

II.

14. THE BOY AND THE BROOK.

gō cōld dōze Fōrd hōarse
ōak bōld flōw grōve thōugh
lōne hōld crōw crōak Jō'seph

JOSEPH FORD stood for a long time, with his hat in his hand, in a lone place near the edge of an old wood.

2. Now and then, strange sounds came from the grove. He heard the sweet song of a thrush, the caw of a crow, the hoarse croak of frogs, and the stir of the wind in elm, oak, ash, and pine.

3. Though a small boy, he cast his eyes upon the cold stream more in thought than in fear. Did the brook flow, or the land?

4. An old man, who passed that way, said, "My good lad, why



do you gaze so long at this bright and clear brook?"

5. "Sir," said the boy, "I shall stand here till the brook has run off; for then I know that I can go hōme with dry feet."

6. "Not so," said thē old man,

"a dull boy might stand here and doze for life and yet not do that; for this brook may flow as long as time. Dâre to wade, if in truth you wish to cross.

7. "And so, as you hold your course in life, pray for light, that you may go through those things which check your wāy, and not wait for them to pāss by."¹

III.

15. CHARLES AND HIS DOG.

õn	õff	Göd	tröt	pönd
höt	röd	löst	Töss	wröng
dög	was	lõng	what	ströng

CHARLES HILL is a fine, ströng boy. He lives with his papä' and mammä' near a lõng, deep pond.

2. Chärles is six years old. He

¹ For Questions on this Lesson, see page 166.

has a dog by the name of Toss; and a grand dog he is.

3. This dog can toss and catch a ball. If a chip of wood, a rod, or a stick is thrown into the pond, he will fetch it out.

4. When Charles sits on a rock to fish, Toss lies down at his feet and makes no noise.

5. One day Charles left a fine string of fish in the reeds, near the pond. When he got home, he told his dog to go and get it.

6. Toss went off on a fast trot, and soon came back with the fish. Not one of them was lost.

7. Though Charles can not swim, he does not seem to know what fear is when his dog is with him.

8. One hot day, he tied a rope round his dog's neck, so that it could



not slip, and then ran down with him to the pond.

9. He took off his clothes, went to the edge of the pond, and threw a chip off as far as he could.

10. He held hard by the dog's

neck, and the bit of rope, and the dog pulled him out to whêre the chip was, and then swam back with him to the shore.

11. In the mean time, the wind had blown his hat into the water. Toss brought it out.

12. Charles then dressed and went home, and told his mammä what fun he and the dog had had.

13. She told him that he had done wrong to risk his life in such a wāy, and that he should thank Gōd that he had not been drowned.

14. He said, "Shall I thank God now, mammä?" and he kneeled down at her knee, and thanked God.

15. When he got up, he threw his arms round the dog's neck, and said (sěd), "You are a dear old Toss, for you brought me safe to land."¹

¹ For Questions on this Lesson, see page 166.

IV.

16. THE FAIR.

to soon room Ruth choose
roof moon Booth prove school

AUNT BOOTH lived in a fine house and was rich and kind. She had no boy nor girl to play in her large rooms; but she had young nieces, and she wished to take one of them to bring up as her own.

2. As she did not know them so well as to tell which was the best, she thought she would first prove them. So she called all of them to her and told them of her wish, and each was pleased to think she might soon go to live with Aunt Booth.

3. But she said, "I will not choose now. Here is a gold dollar for each of you to spend at the school fair. To-night the moon is bright and full:

go and buy what you wish, but show me what you buy.

4. Each spent her gold piece with joy, and went the next day to show Aunt Booth what had been bought. She found that all but one, whose name was Ruth, had bright ribbons, beads, and gilt toys.

5. Ruth had a prayer-book, and a work-box with all things in it to sew with. Aunt Booth was pleased with this. She took Ruth by the hand and said, "My dear child, you are the one I choose to live under my roof."

6. "I am glad to see you have turned your thoughts, while so young, to prayer and work. Your cousins have a taste only for show and dress. I hope you will be ever, as now, pious and useful."



7. So Ruth went to live with hēr good äunt in her fine house. There she is vëry happy. Her äunt got a döğ for her which will plāy and run all dāy. His name is Dash.

8. Dash guards the house and grounds, and will not let strange beasts or fowls come near. If Ruth

leaves her slate or book on the græss, or if her hōop rolls down a steep bank, he will go and fetch it.

9. Each dāy Ruth takes her fine work-box to school, and she sews very neatly. Every day, too, she goes to Mæss and thanks Gōd for her good hōme.

10. Her prâyer-book is dear to her, and she knows mōst of the prâyers by heart. Dash knows that he must not go to Mæss with Ruth, but he waits at home and runs a long wāy to meet her.¹

¹ For Questions on this Lesson, see page 166.



V. SOUNDS OF U.

I.

17. THE YOUNG FRIENDS.

PART FIRST.

ūse	pūre	Lūce	sūit
blūe	flūte	Lūke	Jūne

ōn'ly cōst'ly chil'dren plāy'thing

LUKE BLAKE and James Luce were born in York, a town in the State of Maine. When James was nine years old, and Luke was eight, they bōth went to the same school, and read in the same clāss.

2. James was the ōnly son of a rich man. Though he had fine suits of clothes, and cōstly bōōks and toys, he was not too proud to play with poor children. At times, he would lend them his new books and his best playthings.

3. One dāy in June, when he was six years old, he went to à shop with his papä to see a blacksmith work. When he saw the coal glōw, and the blue and red flames flash up, he was much pleased.

4. The smith pulled à bar of steel out of the fire, and beat it till the rōom was full of bright sparks. One of these sparks struck James in his left eye, and made it blind.

5. But still he had à fine face. His voice was sweet, sōft and full. He had learned to sing well, and to play on a flute. He was such a fond son and so lively, that his papä and mammä said he was the light and life of thêir hōme.

6. Luke Blake was brave and kind. He did not dread hard tāsks; for his heärt was in his work.



7. He was not the boy to rob a bird's nest of its eggs, or young ones. Tōads and frōgs were quite safe with him; for he thōught they had as much right to live as we have.

8. His papā and mammā were dead, and he lived with his äunt. He milked the cow, fed the fowls,

split and piled the wood, and did all that he could to be of use to her.

9. He and James were soon the best of friends. He had been at school but a few weeks when his aunt died. Thus he was left with no one in the world to care for him.

10. But James showed such warm and pure love for the poor boy, and grieved so much at his loss, that his papä asked Luke to come and live with his son, which he soon did.¹

II.

18. THE YOUNG FRIENDS.

PART SECOND.

ūs	fün	düll	dŭsk	crüst
ŭp	sün	jüst	döne	plück
büt	öne	thüs	söme	strück
cüt	sön	rŭsh	müst	clŭmp
nüt	löve	sŭch	mŭch	plünge

¹ For Questions on this Lesson, see page 166.

à lîke' rîv'er fä'ther tã'ble
à pärt' häp'py lës'son möth'er
be cāme' râre'ly sŭp'per clŭs'ter

THUS these boys came to live in the same house, to sleep in the same rōom, and to eat at the same table.

2. James sōon felt that he must have his young friend with him at all times; and they were rarely found apart.

3. "Let us," said the father and möther, "try to show as much love for this dear child as for our own son." And so they did. The boys shâred in the same tâsks and spōrts. Thêir clothes, their toys, and their books were all alike.

4. And so they lived for six happy years. They were up with the sun,

at work or at plāy, and at dusk they knew but few days that had been too lǒng or too dull for them.

5. They found out the clumps of trees that were best for shade, the places whêre they could cut choice fishing rods, and the clear brook where mōst trout could be caught.

6. They learned to rōw and sail à bōat, to plunge and swim like frōgs, and to flōat and plāy in the deep river with great ease.

7. They would rush up the steep bank to see who first could pluck the clusters of ripe grapes for father and mōther, or climb the great trees to shake ǒff nuts for them.

8. But they were mēst pleased with their schoōl and books. It was à rāre thing for them to be late,

or to lose a dāy. To be the first of their clāss, or to get a lesson by heart, was their chief joy.

9. One night, the sixth year that the two boys lived in the same house, they were asked out to supper with some young friends. One of these, in fun, threw a crust of bread at James, which struck his right eye in such a wāy as to cause the lōss of its sight. So he became blind.

10. That night Luke made up his mind to pāss his whōle life, if need be, with James, and to use his eyes for the good of bōth. Thus would he pāy the debt ne owed to the dear friends who, when he was in want, had loved him and done so much for him.

11. Years pāssed, and the father and mōther died and left their wealth



to "our dear boys," as they called James and Luke. And Luke read a great deal to James, and both thought of what he read, and Luke wrote what they thought, till, at length, they were known as wise men.

12. Luke bought large tracts of wood-land, and built boats and ships, and so gained more wealth for both. And they made good use of their wealth. They cared for the sick, gave to the poor, and were glad to aid a good cause.

13. Thus the two friends lived

in the same house a great, great while, till their hearts were as one; and thus one pair of eyes served for both. How true it is that they who give to the poor lend to the Lord, and that He will repay them.¹

III.

19. THE CLOAK.

put Bush foot could pulled
full push wool would should
bit'ter strān'ger mōn'eŷ sōl'dier

A TROOP of soldiers came into a village in a time of war, and asked for a guide. It was a bitter cold day. The wind blew, and the snow fell so fast that no one wished to go with them.

2. They stopped near a smith's shop. It was quite full of men who were at work near the fire. One

¹ For Questions on this Lesson, see page 167.

of these they forced to go before them on foot, to show them the rōad.

3. The pōor man asked his mates to lend him a clōak. But as they feared they should not get it back, they pushed him āwāy and would not heed him.

4. One, however, Martin Bush, brought his woolen clōak which, though old, was quite good, and put it on the guide. He pulled it round him and hastened āwāy.

5. Martin was an old man, a strānger thêre, who had been driven āwāy from his own country by the war. He had once been rich, but now he worked at the smith's shop for small pay.

6. As he went hōme that night, he felt the need of his clōak and said to himself, "Ah, I feel the cold



in going so short à wāy. I am glad I gave my cloak to that poor man who would have died of cold without it."

7. Late that evening, à soldier on horse-back rode into the village. He was of high rank and wōre a gold

star on his breast. He wished to see the man who owned the clōak.

8. Martin Bush came at the call, but as sōon as he saw the fine form and kind face of the soldier he cried out with joy, "Henry! my son!— Oh, it is my son!"

9. He rushed to him and clāsped him in his arms. The fāther and the son wept with joy; and those who stood near shed tears with them.

10. Henry had been fōrced to leave his father and join the army a lōng time before; but he had fought so well in the war, and was so bold and brave, that he had been raised from the ranks to great honor.

11. Henry stayed with his father all that night, at the best inn in the place, gave him a large sum of

mōney, and said (sěd) he would send him much mōre.

12. Henry had lōng sought for his father, but could not find him. When he saw thē old clōak on the guide, he knew it and asked whêre it came from. Thus this good son found his father.

13. "Yēs," said all who hēard it, "for this good deed Gōd gave back to thē old man all he had lōst, bōth his son and his wealth."¹

VI. SOUND OF OU.

I.

20. SPRING SOUNDS.

loud	now	fowl	hound
out	how	found	sound
shout	cow	bound	ground

lōw	blēat	toŭch	blīthe	sehōol
flōw	swēet	plāin	eālvēs	yōuths

¹ For Questions on this Lesson, see page 167.

1.

Spring brings glad sound,
From sky and ground,
From plain and mound,
From fowl and hound.

2.

Now birds sing sweet,
The young calves bleat,
The milch cows low,
And the gay streams flow.

3.

Now blithe youths bound,
When their feet touch the ground;
And how loud they shout,
When school is out!

II.

21. THE SNOW-STORM.

S NOW lāy deep on the ground and the flakes still fell fāst, on that cold winter dāy. The little country schoōl wās jüst out, and the boys, full of life, rushed into the snow with à glad shout.

2. On they bounded down the rōad, throwing snow-balls and rolling about in the drifts. Then they saw that an old man, whom they had pāsSED some time before, walked with slow steps and tūrned out of the pāth.

3. "Lōōk!" said James Mount, "I think that old man must need help. The snow blinds him. Let us go back and help him!"

4. "Who cāres for thē old man!" said Henry South, "he will do vĕry

well without us. I am cold and hungry, and will get hōme as fāst as I can."

5. But as James knew that our Lord said, "What you do to others, you do to Me," he tūrned bravely back, with a few of the other boys.

6. They sōon found that thē old man was quite weak; and while James walked beside him, the rest pressed on in frōnt to beat a track and shield him from the storm.

7. When they reached his house, he thanked them, and prayed Gōd to bless them. And who was he? The grand-father of Henry South!

8. When the boys led him in, so tired and weak, Henry was ready to die with shame. You may be sure he never forgot the lesson of the snow-storm.¹

¹ For Questions on this Lesson, see page 168.

VII. SUBTONICS.

I.

22. THE BAT.

B	<i>bīte</i>	D	<i>dāre</i>	<i>gīrl</i>
<i>băt</i>	<i>bīrd</i>	<i>dīd</i>	<i>dārċ</i>	<i>glăd</i>
<i>būt</i>	<i>bēst</i>	<i>dāy</i>	G	<i>gīve</i>
<i>bŭg</i>	<i>bāse</i>	<i>dēep</i>	<i>gōōd</i>	<i>glōōn</i>
<i>bôŷ</i>	<i>bēast</i>	<i>down</i>	<i>gōne</i>	<i>ground</i>

fā'vor cōm'mon op pōse' wīn'ning
ōth'er sŭm'mer be cāuse' hārm'less

THOUGH bats are found in all parts of our land, but few boys or girls know much of them. I have hēard children scream, and seen them rush out of a rōom, because they feared that a harmless bat would bite them.

2. Our common bat has a skin and a head much like a mouse. Its fŭr is fine and sŏft. Its wings are

bâre. Its eyes are small. Its ears, nose, and mouth are large. It has sharp teeth in bôth jaws.

3. Bats can not walk well on the ground, but they fly freely and swiftly in thē âir.



As they do not like the light and noise of dāy, they live mōst of the time in some dark place, from the top of which they hang by thêir hind claws,

with their heads down.

4. Thus they pass the cold months in sleep. In warm summer nights, they fly fôrth in sēarch of fōod, and cǎtch flies, bugs, and mōths, on the wing.¹

¹ For Questions on this Lesson, see page 168.

5. Bats are caught by owls and other birds of night, which eat them. In the far East, they live on fruit, and there some of the larger kinds serve as food for man.

6. In an old story, we are told that the birds and the beasts once went to war. As the bat, which was then claimed by some to be a bird, and by others to be a beast, at first did not know what to do, he kept out of the way of both.

7. But when he thought the beasts would win the day, he seemed glad to join their ranks, and help them. To show that he had good cause, he said, "Can you find a bird that has two rows of teeth in his head, as I have?"

8. But at last the birds had the best of the fight; so the bat joined

thêir ranks and gave aid to them. "Look," said he, "I have wings, so what else can I be but a bird?"

9. To favor the beasts in this wāy, and then to join thêir foes, that he might be found with those who win, was thought base in the bat by bōth sides.

10. From that time, he could not get bīrd or beast to own him; and to this dāy he hides and skulks in deep caves, or seeks the glōom of a wōōd, and dôes not dâre come out till dark, when all the birds of dāy are gōne to rest, and the beasts of the field are wrapt in sleep.

11. We should not seem to bōth favor and oppose a thing, that we may be found on the winning side.¹

¹ For Questions on this Lesson, see page 168.

II.

23. JOHN THE ALMS GIVER.

J	L	lived	mȳ
jōy	lēt	lēarn	mǎn
jūst	līst	lēnds	māy
Jōhn	lānd	M	māke
gībed	loud	māde	sēem
jūdge	Lōrd	mēant	same

ex āct' sīl'ver Jō'seph pīl'grim
E'gypt bīsh'op mās'ter stew'ard

MANY hundred years āgō,
thēre lived in Egypt ā holy
bishop who was called John the
Alms Giver. Let us learn why he
was so named.

2. As sōon as he was made bishop,
he āsked for an exact list of his mās-
ters. No one knew what he meant.
Then the bishop said, "Make an
exact list of all the pōor in the city;
for they are my māsters."

3. One day in June, when all the land was dry and parched, a poor man, in the dress of a pilgrim, came to John and asked alms. The Saint called Joseph, his steward, and said, "Give this poor man twelve pieces of silver."

4. When the poor man had taken his twelve pieces, he went away, changed his dress, and came back again, asking alms.

5. The Saint called his steward, as before, and said, "Give this man six pieces of gold." After the beggar had gone, the steward was loud in his complaint against him.

6. He said to the bishop, "Father, at your command, this man has had alms twice; he changed his dress to deceive you." But the bishop did not seem to believe it.

7. Again the man returned, asking alms. As before, the Saint said, "Give to this poor man." But the steward gibed at the man and said to the bishop, "Father, this is the very same man to whom you have already this day, twice given alms."

8. When the holy bishop found it was true, he said, "Give him then twelve pieces of gold; for he may be sent by the Just Judge, Lord of all thē ēarth, who with joy lends us what we have, that it may be known which will tire first, this poor man, of asking, or John, the bishop, of giving."¹

III.

24. THE BABY'S BAPTISM.

N	něxt	Nō'ra	thĩng	rĩch
nôr	nòne	Ng	R	rôbe
nôt	Nôrr	yóung	Rôse	Rôrk

¹ For Questions on this Lesson, see page 163.

Ol'ive in'fant for gět' be cause'
giv'en wōv'en pâr'ents Mōn'day
wa'ter mōn'eÿ ēv'er ÿ some'thing

O MOTHER! Aunt Mary's
little baby will be named
next Mōnday. Rose Norr will be

its young
godmōther,
said Nōra.

2. And that
is not all,
said Olive.
Aunt's baby
has such a
grand robe,
all trimmed
with yards
and yards

of lace. It was bought in France,
and cōst—oh! I can not tell how
much mōney.



3. "But," said Mrs. Rôrk, "thêre is something better than ail this, which *I* can tell you about—something grander still. A robe is to be given to this dear little infant, which could not be woven in France, nor in any other part of the world."

4. "O môther! who is to give it this rich robe?" asked Nora and Olive in one breath.

5. "The priest who will baptize it."—"I know what you mean now, mother. How strânge that I did not think of it at once," said Nora.

6. "But does Olive know what I mean?" said Mrs. Rork.—"Yës, mother, you mean that the water of Baptism takes âwây the stain of sin from the soul, and that Baptism is the grand white robe Father Richard gives to baby."

7. "If you could at this moment, my children, see the soul of this little infant, you would see it in a soiled robe—so soiled that none of us could make it clean. And why, Nora?"

8. "Because it is stained by the sin of our first pārents," said Nora; "but as sōon as the water of Baptism is pōured on the baby, its soul looks as fāir and pure to thē angels as the whitest and brightest robe does to us."

9. "Yes," said her mother, "and do not forget that you and your sister have bōth had this shining robe given to *you*, and ōnly sin can stain it. You must thank God every day for it, and try to keep it bright by not doing any wrōng thing."

10. "But, mōther," said Olive,

“we are öften naughty, and then our robe is stained.”

11. “I know how we can gět it white again,” said Nora; “by going to confession.”—“You are right, my dear child,” said Mrs. Rork, “and that is the reason why confession is sometimes called à second Baptism.”¹

IV.

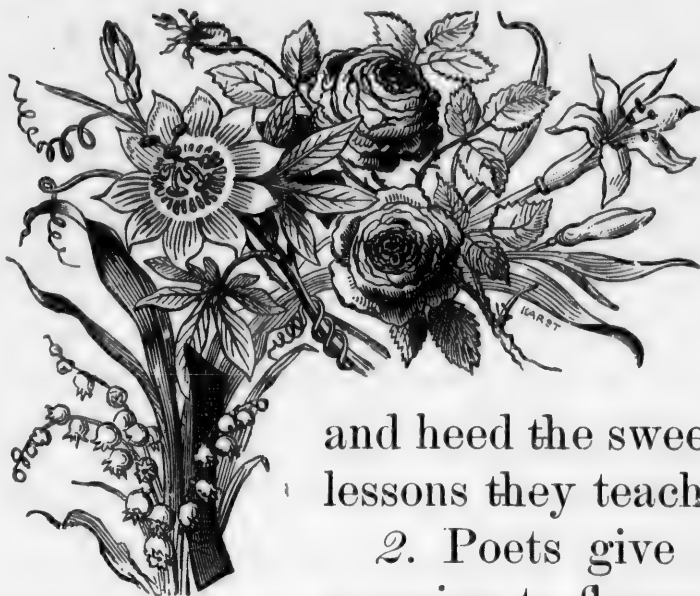
25. CHILDREN AND FLOWERS.

PART FIRST.

Th	with	view	vī'o	let	wēre
thē	thēre	vēr'ŷ	W	will	
this	thōse	Vīr'gin	wē	wish	
they	V	vāl'leŷ	was	wēnt	
thāt	vāin	vīrt'ues	wāy	world	

ARE thēre children in the world who do not love flowers? I trust all the dear little gīrls and boys who read this boōk, love flowers

¹ For Questions on this Lesson, see page 168.



and heed the sweet
lessons they teach.

2. Poets give a
meaning to flowers
that is very pretty (prīt'tŷ); but
to the hearts of those who love
Jesus and Mary, flowers have a
holy meaning.

3. When you see the lily—so
white, so fair, so pure and spotless—
you may think of hēr who was
ēarth's fâirest, purest lily; the Vīrgin
in whom even the piercing eye of
Gōd saw no spot, no stain at all.

4. The lily and the rose will also remind you of our Lōrd Himself, who said, "I am the Rose of Shāron and the Lily of the (thŭ) Valley."

5. The lovely, sweet vīolet is another emblem of Mary. It is so modest and yet so frāgrant; hiding itself from view, but found by the pērfume it gives out.

6. How like is it to hēr, whose vīrtue was so perfect, yet who was so lowly of heart, that when thē āngel said to her, "Hail! thou who art full of grace," she was troubled, and not able to believe this praise could be meant for her.

7. But no flower reminds us mōre of sacred things than the Passion flower, which contains thē emblems of our Lord's Passion—the crown of thorns, the nails, the crōss.

8. The priests who came to preach the Word of Gōd to the natives of this land, found in the woods this pretty flower and used to show it to those who came to them, and so tell them of our dear Lōrd's death.

9. Many bōyſ and gīrls love to get flowers for thē altar. I knew a little boy, seven years old, who got many others, one summer, to join him each dāy in taking flowers to thē altar, and when they brought them into the chûrch, they would all kneel down and sāy one Hail Mary.¹

V.

26. CHILDREN AND FLOWERS.

PART SECOND.

Y	yět	Z	gāze
yē	yēs	zēal	jōyſ
yōu	yōur	zěst	gemſ

¹ For Questions on this Lesson, see page 169.

FLOWERS, sweet and lovely
flowers,

Gems on ěarth, so bright and gāy,
Is there nōthing yōu can teach us,
Nōthing to us yōu can sāy?

2.

List! and ye shall hear our voices
Speaking to yōu from the sod.
List! for we would lead you gently
Upwards from thē ěarth to Gōd.

3.

Children, as you gaze upon us,
Think of Him, who, when belōw,
Told you to mark well the flowers,
How in loveliness they grōw.

4.

Soul of yours is Jēsus' garden,
And your good acts are the flowers;
Bad ones are the weeds that gather
Midst your garden walks and bowers.



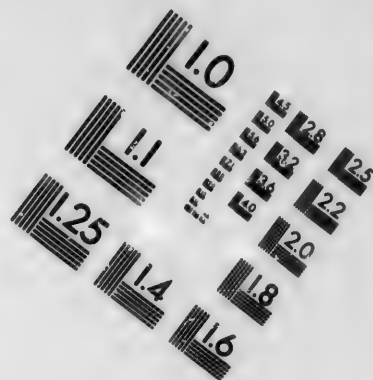
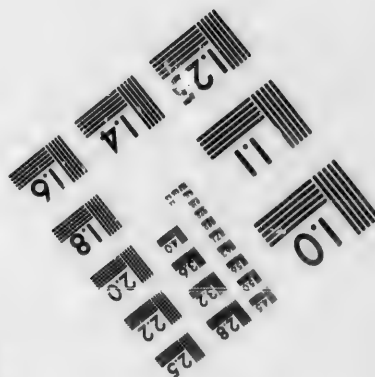
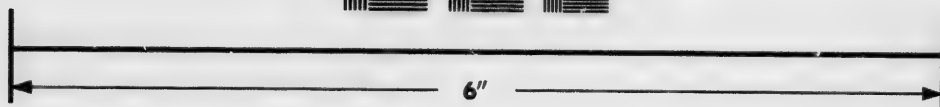
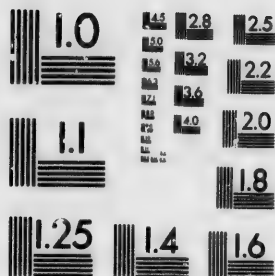


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5.

Then be watchful o'er those blossoms;
 Offer them to Gōd each dāy,
 Cārefully the weeds uprōoting,
 Be it study-time, or plāy.

6.

All the flowers you give to Jēsus,
 In a garland He will twine,
 That shall crown your brows in
 Hēaven,
 When you dwell midst joys Dīvine.¹

VIII. ATONICS.

I.

27. HYMN TO ST. JOSEPH.

F	fāst	H	hānd	K
frēe	fōs'ter	hīs	hō'ly	kīnd
fōod	fāth'er	hās	house	kēep
dēath	giv'en	o bey'	gēn'tle	
brēast	in'fant	mōth'er	sāfe'ty	

¹ For Questions on this Lesson, see page 169.



DEAR Föster-Fäther of our
Lôrd!

Göd's Chûrch has given thee
To be my foster-father too—
St. Joseph, prāy for me.

2.

That I māy grōw bōth wîse and good,
As little Jesus grew (ġrō),

When, as a child, he did obey
His mother dear, and you.

3.

Dear Foster-Father of our Lōrd !
Thy gentle hand didst guide
The Holy Child, then let me walk
In safety at thy side.

4.

O prāy for me, St. Joseph dear,
And, when I come to die,
Prāy I māy rest on Jesus' breast,
As thou in death didst lie.¹

II.

28. THE SEA-GULLS.

P	S	south	tōe	Th
tīp	sōng	sprēad	two	thīng
tōp	slāte	serēam	tāil	thīnk
pärt	swēll	T	tīde	thrēe
pūre	city	tūrn	tīre	lēngth
plāce	peāce	tōugh	tīnge	thrūsh

¹ For Questions on this Lesson, see page 169.

vēr'ŷ up ōn' yĕl'lōw fēed'ing
 eol'or nōis'ŷ ēat'ing pōint'ed
 rōck'ŷ ēat'er win'ter lārg'est
 rōb'in eom'ing sēa'gūll shōrt'est

GULLS may well be called
 "birds of the sea;" for they
 may be found far out at sea, as well
 as in all parts of the world that are
 near the sea.

2. Their bills are straight, strong,
 and eurved at the end. The wings
 are lōng and pointed. The tail is
 ēven, and shorter than the wings.
 The frōnt toes are joined by a full
 web. The hind toe is short and
 slānts up.

3. The largest gull lives in seas
 at the far north, though eoming as
 far south in eold winters as New
 York. It is two and a hālf feet in

length. The wings when spread out are five feet from tip to tip.

4. This bird is white, with a light tinge of gray and blue on the back and wings, very shy, and less noisy than most other kinds.

5. Smaller gulls are seen at sea, in the far north, that are pure white. But the large gull, most common in all parts of our land that are near the sea, may be known by the dark slate color of its back and wings, and its yellow legs and feet.

6. It is strong on the wing, flies high, and does not seem to tire. It is a great eater, feeding on fish, eggs, young birds, and all kinds of meat.

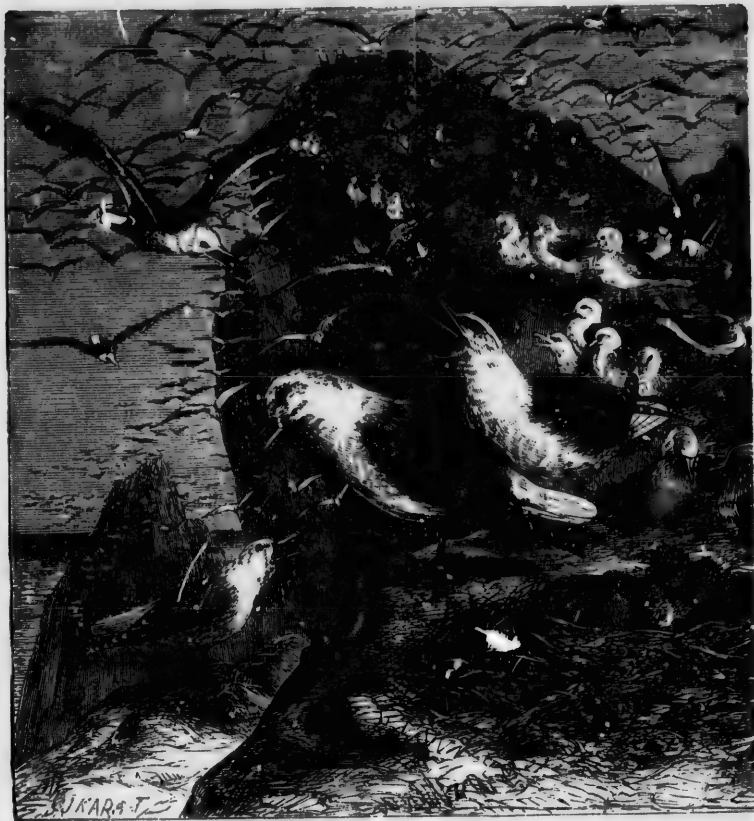
7. Though shy, these birds are very noisy in May and June, when they sit and their young are hatched.

The nests, made of weeds and grass, are placed upon rocky shelves, where no child can get at them.

8. The old birds sit by turns. But one brood is raised in a year, and it is a rare thing to see more than three young ones in a brood. The eggs and the young birds are good eating, but the old birds are too tough for food.

9. Most boys and girls think far more of a dove, a lark, a thrush, or a robin, than of a gull. They may see the nests of these birds, their eggs, and their young, and learn their mode of life.

10. But the child who lives near the sea, when the great tide swells up, and the mad waves roll, thinks it a grand sight to see the gulls spread their broad wings, breast



the fierce wind, and skim the tops of the waves. The harsh, wild scream of the sea-gull brings far more joy to his heart than would the sweet song of a bird of the land.¹

¹ For Questions on this Lesson, see page 169.

III.

29. ALICE GAY.

Oh chāse shē shōw Wh
 child mārċh shīp shell whēn
 chāir ēach fish shout while
 chīde Sh shoe shārp white
 bēach shrill shrine slush wharf

I WAS a vĕry happy child and had many young play-mates. I went to the Sisters' schoōl near our house, and ōften gained the medal that they gave to the best scholars in each class.

2. Then, so proud and happy, I would gĕt leave to plāy with some of my little friends. I used to rush out of the house and frōnt yard, chip-hat in hand, with my hāir and sash flying in the wind, and march down the street to show them a new tōy or a new game.



3. While my kind nûrse dressed me, and combed and brushed my hâir, she had no cause to chide if she let me stand in à châir and loök at a picture on the wall, of the child Jesus, playing with some white

doves, while one of His little shoes had fallen off His foot.

4. I used to take long walks with my nurse, in the fields and woods. And when winter came, I loved to go to the Sunday School, or the children's Mass, where they all sung so sweetly.

5. I was not afraid of snow, or slush, or mud; for in such weather I wore a pair of little rubber boots that charmed my young heart.

6. We sometimes went to the sea-shore, and I played in the sand, never heeding the hot sun nor the sharp stones.

7. Then I stood on the wharf to see the fish swim and the ships sail, or walked on the beach to pick up the bright shells.

8. At home, I rolled my hoop,

jumped the rope, or gave chase to the young bird or the gay moth. When I ran a race, or played hide-and-seek and heard the shrill calls and glad shouts of my school-mates, I seemed to have wings on my feet, so swiftly I ran.

9. Many years are passed since then, and I have often asked myself why I was so happy. I now feel that it was because I had to work a part of the time, both at home and at school.

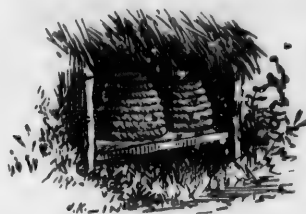
10. Dear children, if you would enjoy
Your time of play aright,
Strive in the hours of school to learn
With all your heart and might.

11. Then will your hours of pastime grow,
More happy and more gay;
Then will you find how true it is,
Work always sweetens play.

12. Yes, my young friends, *work*
always sweetens *play*. You need

not lōng doubt the truth of this; for, indeed, you may sōon know it yourselves.

13. If you wish to be happy, you must lead useful lives. Work like a swarm of bees, when you ought, and then you can not fail to find time to plāy, and to enjōy it too.¹



IX. REVIEW.

I.

30. THE ALTAR.

pīnks	ōld'er	stāt'ue	drēss'es
al'tar	hōn'or	be fōre'	blēss'ed
lil'ies	plā'ces	gār'den	eăn'dles

¹ For Questions on this Lesson, see page 170.



WHAT are these little children doing in the school-room? Do you want to know?

2. Why, it is the first day of Māy, and they are dressing the little altar in honor of the Blëssed Vīrgin Māry. They are glad to do it, for they love hēr so much.

3. Kate has white roses that grew in hēr gārden, and she piāces them all āround the altar, while

Amy has pinks, and Jane has lilies as pure as the pure young heart that gives them.

4. Rose has some wax candles, and she places them before the statue of the Blëssèd Vîrgin. Mary has some fine lace, and she trims thê altar with it.

5. Now, it is all dônè, and they kneel down to prây. Dear little ones, when they are older, they will know how much that sweet Mòther loves them, and how pleased she is with thêir love.¹

II.

31. THE HAIL MARY.

1. *Can you say the Hail Mary? Do you know who it was that said the first Hail*

¹ For Questions on this Lesson, see page 170.



Mary ever spoken in the world?
It was the angel sent by God
to the Virgin Mary.

2. That angel said to her,
"Hail, full of grace," and since
that time, all who love Jesus love
to say Hail Mary to her.

3. The angel spoke those words by the command of God, and as a message from the great Creator, so it was the same as if God Himself had said them.

4. So, when you have said the Our Father to ask of God all you need, you say the Hail Mary to beg our Blessed Lady to unite her prayers with yours.

5. Jesus loves her so much that He is glad to do what she asks, just as He did when He was on earth.

6. She said to Him once, "Our friends have no wine for their feast,"

and at that moment He turned
water into the best of wine for them,
to please His holy Mother. So,
when she asks Him to give you
what you need, you may be sure
that He will do it.

7. Mary! the name that Gabriel spoke,
The name that conquers hell;
Mary! the name that thro' high Heaven,
The angels love so well.

8. Mary! our comfort and our hope,
Oh, may that word be given
To be the last we sigh on earth,
The first we breathe in Heaven.¹

¹ For Questions on this Lesson, see page 170.

ed
m,
So,
you
are

en,

PART II.
CHOICE READINGS.

PHONETIC KEY.

I. TONICS.

1. ā, or ē; aș, āle, veil: 2. ă; aș, făt: 3. â; aș, art: 4. a, or ô; aș, all, eörn: 5. â, or ê; aș, eäre, there: 6. â; aș, ask: 7. ē, or ĭ; aș, wē, pique: 8. ě; aș, ěll: 9. ě, ĭ, or ū; aș, hēr, sīr, bŭr: 10. ĭ, aș, ĭce: 11. ĭ; aș, ĭll: 12. ō; aș, ōld: 13. ô, or a; aș, ôn, what: 14. o, ō, or u; aș, dō, fōol, rŭle: 15. ū; aș, mŭle: 16. ũ, or ó; aș, ũp, sôn: 17. u, o, or ō; aș, bull, wōlf, wōol: 18. Ou, ou, or ow; aș, Out, lout, owl.

II. SUBTONICS.

1. b; aș, bib: 2. d; aș, did: 3. ġ; aș, ġiġ: 4. j, or ġ; aș, jiġ, ġem: 5. l; aș, lull: 6. m; aș, mum: 7. n; aș, nun: 8. ŋ, or ng; aș, link, sing: 9. r; aș, rare: 10. Th, or th; aș, That, thith'er: 11. v; aș, valve: 12. w; aș, wiġ: 13. y; aș, yet: 14. z, or s; aș, zine, is: 15. z, or zh, aș, āzure: x for ġz; aș, ex āet'.

III. ATONICS.

1. f; aș, fife: 2. h; aș, hit: 3. k, or e; aș, kinġ, eat: 4. p; aș, pop: 5. s, or ç; aș, siss, çity: 6. t; aș, tart: 7. Th, or th; aș, Thin, piŋh: 8. Ch, or çh; aș, Chin, riçh: 9. Sh, sh, or çh; aș, Shot, așh, çhaișe: 10. Wh, or wh; aș, White, whip.—*Italics*, silent; aș, oftēn (ôf'n)

APT READINGS.

SECTION I.

I.

1. THE CRAW-FISH.

PART FIRST.

bồ'd'y	elëv'er	be eòme'	seârce'ly
mòn'eý	mòth'er	be fòre'	háp'pened
ăet'ive	ĕat'ing	hēr sêlf'	trēm'bling
gồ'ing	pùn'ish	pâr'ents	ĕ'ven ing
dòz'en	tāk'ing	wìth out'	un hăp'py
à wāy'	sôr'rōw	dāin'ties	in vīt'ed
shōw'ing	eof'fee	quĭck'ly	àl rĕad'y

KATE ROSS was an active, clever girl, but she had one vëry great fault. She loved to eat nice thĭngs, and she was so fond of them that she would do what she knew was wrōng, to get them.

2. Hēr pârents kept à large stōre, and Kate would go to the jars that held grapes, and prunes, and sweet thĭngs, and take them without leave. She would ĕven sell à yard of lace, or à little silk, and buy dainties with the (thũ) price of them; and if her

pârents went from hōme, and left the house and shop in her câre, she tōok the chānce to make â feast.

3. Once, when bōth wēre out for the dāy, Kate âsked three gīrls she knew to come and see her. She gave them cakes, fruit, pie, and even some sweet wine. The table wæs so full that there was not rōom for one mōre dish. But in the midst of their fun, in walked her mōther and â strānge lady.

4. Kate's mother said not â word, but pæssed into the shop and sōon went out again with hēr friend. The gīrls felt as if they would like to sink into thē ēarh with shame and fear, and went hōme in haste.

5. The next day, Kate's pârents called her to them. Thē unhappy girl, who had scārcely slept all night, went in with trembling steps. Her father, in â stērn voice said, "Your love of eating, Kate, fills us with grief.

6. "You think it â small fault, but it is a vëry great one, and harms bōth your soul and your body. You will become like the beasts, and have already lēarned to steal. Do you not fear what Gōd will punish you?

7. "You could not give such â feast as you did lâst evening without taking what wæs not yours. How much good you could have dōne with the money you have spent for sweets, all your life! But you have not thought of the pōor!"

8. Kate shed bitter tears, and with sōrrōw said she would mend her wāys; but ah! she sōon fell into her old vice. The next time her pârents went âwāy



for the day she invited no one. But two of her friends happened to call, and she thought she ought to give them at least a cup of coffee.

9. But she said to herself that she would tell her parents of it, and as she was not so gay as before, her guests stayed but a short time. Soon after, a man with a bag on his back came in to buy some red cloth for a vest for his little boy, who was with him.

10. He thought the cloth too dear, and was going out, when Kate asked him what he had in his sack that made such a queer noise. "Craw-fish," said he.—"What do you call them? Craw-fish? They must be good to eat."—"That they are," said the man. "I am on my way to the judge's house. He is

very fond of them.”—“Are they cheap?” she said, quickly.

11. “Oh, they are the same as sold. The judge takes all I bring, and pays me well for them. Look there!” said he, showing them to her; “they are very large, and a feast for a prince.”

12. “I will take a dozen of them,” said Kate. “You have so many that the judge will not miss them. And I think we shall come to terms about the cloth. Wait a little!” She flew up stairs, and came down with a piece of the red cloth that she had put by some time before.¹

II.

2. *THE CRAW-FISH.*

PART SECOND.

ēa'ger	count'ed	kitch'en	mōn'ster
ex pēt'	cōv'ered	hēav'ens	re sōlved'
pār'don	knōw'ing	seār'let	drēad'ful
pōl'son	bōil'ing	cōn'duet	to gēth'er
eōl'or	āc count'	ā lārmed'	beaū'ti ful
ā grēed'	būrn'ing	hāst'ened	tēr'ri fied

“LOOK!” said Kate, as she held it up, “this will make a fine vest for the little boy, and, as it is but a small piece, I can sell it to you for a less price.” To this the man agreed, and counted out the craw-fish into a dish that Kate brought, telling her, at the same time, how to cook them, as she had never seen any before.

¹ For Questions on this Lesson, see page 171.

2. When he was gone, Kate felt how wrong a thing she had done, and was full of fear. "I should not have bought them," she said, "but now it is done, and I can't throw them away." So she set them on the fire in a pan of water, sprinkled them with salt, covered them with the lid, and could hardly wait for the water to boil, so eager was she to know how the dish would taste.

3. Just then the shop-bell rung, and she had to leave them for some time. But the moment she was free she hastened back. She took the pan off the fire with one hand, raised the lid with the other, and, with a loud scream, let the pan fall in her fright.

4. The craw-fish were of a bright red hue! She thought of the red cloth she had stolen, and of her father's words, "God will punish you," for, not knowing that all craw-fish turn red in boiling, she thought it was on account of her fault.

5. Worse still, the pan in falling had broken the two gilt-edged cups that she had left on the floor, and fish and fragments of china were mixed together. She dared not touch one of the red monsters any more than if they had been burning coals. She thought the color might have come from poison, and she prayed to God for pardon, and resolved never again (à gën') to commit her old fault.

6. At this moment she heard the noise of wheels at the door. "Oh!" she cried, "here are my father and mother. I did not expect them for two hours yet. Oh, what will they say?" With eyes full of



tears, she ran to meet them. "Oh, come and see the dreadful thing that has happened," said she, and she led them to the kitchen.

7. "Oh!" cried her mother, "my beautiful coffee-cups!"—"Yes," said Kate, "that too! but first look at these craw-fish; how strange they look!"—"Why," said her father, "I see nothing strange. They look like all other boiled craw-fish."

8. Kate, more alarmed than ever, now thought the change must be in her own eyes. "To me," she cried, "they look as red as scarlet. Oh! it must be

on account of the red elöth I stole, and sold for them," She then told how, for the sake of a new dish, she had given the piece of red cloth.

9. Her pârents, grieved as they were at her conduct, could not but läugh at her fright. Then looking very grave, her father said: "You have good cause to fear on account of your fault, though not for the hue of the craw-fish. Göd orders all events, even the least. Take this fright, then, as from Him. In this red color you saw your guilt, and so you were terrified.

10. "From this time förth, act in such a wây that you need not fear to be found out in any thing you do, and Göd will bless you, even as He now punishes you." And Kate did avoid this sin ever äfter.¹

III.

3. STRAWBERRIES.

dī'al	show'er	lōn'gest	strān'ger
ēat'en	mēl'lōw	gār'land	yōur sēlf'
äp'ple	rūn'ner	nēar'ing	cōv'er let
be lōw'	snūg'ly	wēath'er	hōn'eý dew
līst'en	al'mōst	be twīxt'	ō'ver hēad'
un fōld'	līsp'ing	blōs'som	Mār'ga ret
in vīte'	nēst'led	līght'ēst	wōn'der ful
gōld'en	swal'lōw	blūsh'ing	rēd'cheeked
gār'den	heärk'en	därk'nēss	wīnd'wōv en
Mär'tin	pīck'ing	trāmp'ing	whīs'pēr ing

¹ For Questions on this Lesson, see page 171.



1.

LITTLE Pěarl Hóneydew, six years old,
 From her bright ear parted the eárls of gold,
 And laid her head on the strawberry-bed,
 To hear what the red-cheeked berries said (sěd).

2.

Thěir cheeks wěre blushing, their breath wás sweet,
 She cōuld almost hear their little hearts beat;
 And the lightest, lisping, whispering sound
 That ever yōu hěard came up from the ground.

3.

"Little friends," she said, "I wish I knew
How it is you thrive on sun and dew!"
And this is the story the berries told
To little PEARL Honeydew, six years old.

4.

"You wish you knew? and so do we!
But we can't tell you, unless it be
That the same kind God that cares for you,
Takes care of poor little berries too.

5.

"Tucked up snugly, and nestled below
Our coverlid of wind-woven snow,
We peep and listen, all winter long
For the first spring day and the bluebird's song.

6.

"When the swallows fly home to the old brown shed,
And the robins build on the bough overhead,
Then out from the mold, from the darkness and cold,
Blossom and runner and leaf unfold

7.

"Good children then, if they come near,
And hearken a good long while, may hear
A wonderful tramping of little feet—
So fast we grow in the summer heat.

8.

"Our clocks are the flowers; and they count the hours
Till we can mellow in suns and showers,

With warmth of the west wind and heat of the south,
A ripe red berry for a ripe red mouth.

9.

“Apple blooms whiten, and peach blooms fall,
And garlands are gay by the garden wall,
Ere the rose’s dial gives the sign
That we can invite little Pëarl to dine.

10.

“The dāys are lōngest, the mōnth is June,
The year is nearing its golden noon,
The weather is fine, and our feast is spread
With a green clōth and berries red.

11.

“Just take us betwixt your finger and thumb—
And quick, oh quick! for, see! thêre come
Tom on all-fōurs, and Martin the man,
And Mārgaret, picking as fāst as they can!

12.

“Oh dear! if you ōnly knew how it shocks
Nice berries like us to be sold by the box,
And eaten by strāngers, and paid for with pelf,
You would surely take pity, and eat us yourself!”

13.

And this is the stōry the small lips told
To dear Pëarl Hōneydew, six years old,
When she laid her head on the strawberry bed
To hear what the red-cheeked berries said.¹

¹ For Questions on this Lesson, see page 171.

IV.

4. WATER-LILIES.

lil'ŷ	Cār'lo	in'side	will'ing
ŭg'ly	fōld'ed	strāight	shāl'lōw
ō'pen	slōw'ly	ā erōss'	erēep'ing
Ju ly'	rīz'ing	vī'lāge	swēet'est
stō'rŷ	sīs'ter	wrāpped	thrōw'ing
slīm'ŷ	hīd'den	mēad'ōw	sōme'thing
snōw'ŷ	pūr'ple	eōv'ered	lil'ŷ-eup
shōw'ŷ	tō'ward	brōth'er	wā'ter-lil'ŷ

WATER-LILIES are found in all parts of our land. They grow in ponds, ditches, and slow streams. The pōor can have them as well as the rich.

2. Thēir great rōots, some of them larger than your arm, are down in the thīck, black mud. In winter they lie thēre sleeping under thē ice, while the children skate over them.

3. But in spring, when all things stīr with new life, they too must wake up. Slowly they begin to put up lōng stems to reach the face of the wāter. These stems are brown and slimy, and each one oeārs at its top ā slimy bud which has a rich gift wrapped up inside.

4. Days, weeks, and even mōnths it works upon this hidden gift, befōre we can see it. We wait, and wait, till June or July comes.

5. Then, some clear morning, you wake, dress yourself, and walk down to the pond befōre the sun is up. On your way, you hear the bīrds sing their



sweetest songs. You see the buds, that have been so long creeping toward the light, float upon the dark water.

6. At last the rising sun smiles across the meadow, and touches the folded buds. They must smile back: so the thick sheaf unfolds, and see, a lily-cup, white, fair, and sweet, floats on the water! Soon the pond is half covered with the snowy flowers.

7. This is the water-lily most common in our country. Its leaves are of a bright green above, and purple below. Its flowers are pure white. They open in the morning and close at night, throwing out a very sweet smell.

8. We have, too, a yëllōw water-lily, which is a fine, showy flower. It is quite common in ponds. Its broad leaves flōat whêre the water is deep, and stand up straight where it is shăllōw.

9. When the fâir white lilies once come, they stây with us through the summer, and a part of the fall. They take the place of some of the swēetèst and best flowers of the garden.

10. A stōry is told of a little brōthër and sister who used to go with thêir pet dōg, Carlo, and pick water-lilies for their friends, and for the sick folks of their little village. They sōon taught the dōg to swim out, whêre the water wæs deep, and break ôff and fetch the flowers to them.

11. We have seen that the lily is sent fōrth from slime and dark mud. It is one of Gōd's hidden gifts. Let us hope that He hides something as white, and sweet, and fâir to look upon, in all that seems dark and ugly, if ônly we will wait and wâtch for it, and be willing to come at the vëry dawn to look for it.¹

SECTION II.

I.

5. TEACH ME TO READ.

sign	tēach	wīn'dōw	brōth'er
chânt	plēad	lēt'ters	vës'pers
knōw	ā'ble	mās'ter	mât'in
lēarn	shīn'ing	přet'ûres	hō'ly dāy

¹ For Questions on this Lesson, see page 172.



CHRIŦ, His Cröſſ ſhall be my ſpeed !
 Teach me, Bröther James, to read--
 That, in chürch, on hōly dāy,
 I māy chānt the Vesper lāy.

2. Let me lēarn, that I māy know
 What the ſhining wīndōwſ ſhow,
 Whēre the fāir, bright Lady ſtands
 With the bleſt Child in her hands.
3. Teach me letters—one, two, three,
 Until I ſhall able be,
 Signs to know and words to frame,
 And to write ſweet Jeſus' name.
4. Then, dear māſter, will I look
 Dāy and night in that fair book

Where the tales of saints are told,
With their pictures all in gold.

5. Teach me, Bróther James, to sáy
Vesper vërse and Matin lāy,
So when I to Gōd shall plead,
Christ, His Cröss shall be my speed.¹

II.

6. PATRON SAINTS.

mōd'el	drág'on	re cēived'	nēc'es sa rý
prōf'it	fhínk'ing	prēs'ent ly	es pē'cial lý
nēar'er	płet'üre	młs tāk'en	in dūs'třl ous
rēa'son	ěx plāin'	sāe'ra ment	sũg gest'
pēo'ple	con firmed'	hōrse'back	a ny (ěn'ný)

AS George Benton sat in his mōther's rōom, he drew his chāir nearer to her side, and said: "Mōther, not lōng ágō you were telling me àbout Pā'tron Saints."—"Yēs, my dear, and I am giad you did not forgèt what I said."

2. "No, mother, I did not, and I have been fhínk-ing à good deal àbout it. I am vëry sōrry that you did not name me Jōseph. I wish you would let me change my name—do not people ever make such changes?"

3. "Not vëry òften, my son. But explain yourself, and if I find your reāson is à good one, I fhínk I can sũggest a plan to you."—"Well, mother, you said that the wāy to profit by our having pātron saints was, to have a great love for them, and not

¹ For Questions on this Lesson, see page 172.



only to invoke their aid, but to try and model our lives on theirs.

4. "Now, I do not know any thing about St. George, and I do not feel any love for him. I have a picture of him, mounted on horseback, and killing a dragon; but there are no dragons now."—"That picture has a meaning that I will tell you of presently," said his mother.

5. "I shall be glad to hear it," said George. "I have a picture of St. Joseph also; one that you gave me a long time ago. He holds a branch of white

lilies in one hand, and carries on his arm the dear little Child Jesus, who seems to love him so much. I would like very much to have St. Joseph for my pātron."

6. "So you can, my dear child," said Mrs. Benton. "It is not necessary to bear his name. He is the pātron of all who love him, and especially of boyhood, for St. Joseph had the cāre of the Boy Jesus, and for His sake loves all boys dearly.

7. "But, as I told you, I can suggest a plan by which you may, as you wish, bear his name. You will soon be confirmed, and it is the custom when that sacrament is received to take a new name; then you may be called Joseph."

8. "I am glad of that," he replied; "but please tell me about St. George, mōther."—"He was a soldier, and at the same time a saint, and his killing the dragon means that he never gave wāy to sin, but always fought against it. Ah! my boy, there are many dragons now——"

9. "What, mōther! dragons?"—"Yēs, George, ill-temper is a dragon we have to fight; pride is a dragon to some pērsōns; anger, lying, envy, and, indeed, there are hundreds of dragons! Or, rather, there is only one dragon with a hundred heads, and each head has to be killed.

10. "This dragon is named Selfishness, my son, and if you resolve to fight it bravely all your life lōng, you will find that the cōurage and zeal of St. George are vērly needful vīrtues."¹

¹ For Questions on this Lesson, see page 172.

III.

7. THE LOST CHILD.

gĭrl	ôr'phan	re çĕive'	twĭnk'led
bĕgged	mônk'eŷ	ĕv'er ȳ	hăp'pened
plăced	cŭn'ning	vĭl'lage	frĭght'ened
păssed	blĕss'ed	elŭm'sy	pôint'ing
drôpped	un'ele	făĭth'ful	e nough'
knôeled	Bĕr'fhă	ă whĭle'	guărd'i an
plĕased	vôĭç'es	bĕ yônd'	fôl'lôw ing
wrăpped	spărk'le	trĭck'led	dĭ rĕe'tion
eĭght (ăt)	plĕas'ure	spărk'led	ad vĕnt'ŭre
wă'ters	bŭb'bling	tăll'est	ĕv'er ȳ-whĕre

BERTHA was a little girl about eight years old. She lived in a small village not far from the banks of a river. From one of the hills near by she could see the sparkle of its blue waters.

2. Her father and mother were dead, but she lived in her uncle's house with her nurse, a kind, good woman, who loved her dearly. Her uncle was away with the army, and, as he had no wife to whose care he could trust little Bérthă, nurse had the care of all things, and was like a prudent and faithful mother to the (thŭ) child.

3. One afternoon, nurse was away from home, and Bérthă was running about the garden, when she thought how pleased nurse would be to have a good dish of strawberries for supper on her return. So she took her little basket and soon filled it with the fruit.

4. Then, pōuring them with cāre into a dish, she placed it on the table, and retūned to the garden with her bāsket still in her hand. Just then a crowd of children pāssed by, following a traveling showman who had a large, brown, dāncing beār and a cunning little mōnkey with him.

5. From time to time the man would stop and sing some drōll āir, while the great clumsy bear stood on his hind legs and dānced, and the monkey wās so funny and so full of tricks, that Bērtha also ran out to see him.

6. The children fōllōwed the man a lōng wāy, but one by one they dropped ōff and went to their hōmes, and āfter āwhile, Bērtha found herself quite out in the country, and vērly tired. The shōwman, with his bear and monkey, went on out of sight, and there wās Bērtha, ālōne and lōst!

7. She sat down by the rōadside, her little heart beating with fear, and looked all āround her. It wās a very pretty (prīt'tī) spot, where years before some one had placed a stōne seat for weary travelers.

8. The spreading brānches sheltered it from the snows of winter and from the summer sun. The seat wās partly overgrown with mōss, and beside it trickled a little threād of a stream, bubbling over and under one of the great rōots of the tree that had pushed itself ābōve the sūrface of the ground.

9. She did not know her wāy, and ālready it wās growing dark. She kneeled down and āsked the guardian āngels to take cāre of her, and to bring



hēr safe hōme ; then she laid her head down sadly on the mōssy pillōw beside her, and looked up into the star-lit sky.

10. The great brānches of the pine-tree waved gently over her, and the warm, sōft breeze seemed to make a kind of music āmong the boughs that soothed and pleased her. Vēry sōon the music became sweeter and sōfter, and the tree seemed to be wrapped in a light shining cloud, yet she could see plainly thrōugh it the twinkling, sparkling stars.

11. Then, all of a sudden, she saw many little children with shining faces and snowy wings, and she knew that the music was caused by the motion of their wings. They hovered around her and looked at her with loving eyes, and said to her in the sweetest of voices, "We are the children's angels; you were praying to us just now."

12. Then Bérthá said, "O take me hōmæ! for I have löst my wāy!" and the tallest of them said, "Yēs, you will soon be there," and he came nearer to her and pointed in the dirēction of her cottage. At the same moment, she hēard her dear nurse calling her—"Come, Bérthá! come, my pet!"

13. She started up and rubbed her eyes, and thō angels and the music were gōne. Only a gentle wind waved the great brānches of the pine tree, and the twinkling, sparkling stars shōne in the clear sky. But there was nurse in frōnt of her, clāsping her in her arms, overjoyed to have found again her little löst child.

14. And this is the wāy it happened. Just before dark, nūrse reached hōme, and was very muc^h frightened at finding Bérthá gōne. She inquired for her everywhere, and when she hēard at lāst that the child had followed the showman and his bear, she tōok the same rōad.

15. While praying to our Blessèd Mother in her grief, she caught sight of Bérthá's little bāsket beside the rōad, and hastening to the spot, found the child fāst āslēep on the sōft mōss. How glad was

the (thŭ) faithful, loving nŭrse, and how happy was Bērthā!

16. When she grew older, and was eager for some pleasure that was not quite safe, nŭrse would say, "Don't run too far after the mōnkey, child," and Bērthā thought of her adventure, and saw that nurse was wise.

17. And when she wished for something good or useful, and could not see any means by which she could procure it, nurse said, "Prayer brought you help under the pine tree, Bērthā; prayer obtains all things. Ask, and you shall receive."¹

SECTION III.

I.

8. *MUD PIES.*

Lŭ'cŷ	Clār'ā	shĭn'gle	oven (ŭv'n)
wēa'rŷ	Hĕn'rŷ	bounç'es	pretty (prĭt'tĭ)
dāin'tŷ	Mĭs'ter	watch'es	minute (mĭn'ĭt)

TELL me, little housewives,
 Playing in the sun,
 How many minutes
 Till the eōōking's dōne?

2. Henry builds thē oven,
 Lucy rolls the crust,
 Clārā buys the flour
 All of gōlden dust.

¹ For Questions on this Lesson, see page 172.

3. Pat it here, and pat it there;
What a dainty size!
Bake it on a shingle—
Nice mud pies!
4. Don't you hear the bluebird
High up in thē âir?
"Good morning, little ones,
Are you busy thêre?"
5. Pretty Mister Squîrre!
Bounces down the rail,
Takes a seat and watches,
Cârls his bushy tail.
6. Twîrl it so, and mark it so
(Looking vëry wise);
All the plums are pebbles—
Rich mud pies!
7. Arms that never weary,
Toiling dimple-deep;
Shut thē ôven door, now,
And sôon we'll take a peep.
8. Wish we had a shower—
Think we need it so—
That would make the rōadsîde
Such a heap of dōugh!
9. Tûrn them in and turn them out;
How the morning flies;
"Ring the bell for dinner—
Hot mud pies!"

10. Plates are bits of chiná ;
 See the gold and blue ;
 All the cups are acorns—
 “ Will you have a few ? ”

11. Water from the fountain
 Makes the best of wine ;
 “ Who would not be happy
 To sit with us and dine ? ”¹

II.

9. *THE LITTLE KITTENS.*

wōn't	kīt'ten	nō'whêre	wom'an
ōld'er	bīg'ger	swēep'ing	quar'el

1.

TWO little kittens, one stormy night,
 Began to quarrel, and then to fight;
 One had a mouse, thē other had none,
 And that wās the wāy the quarrel begun.

2.

“ *I'll* have that mouse,” said the bigger cat.
 “ *You'll* have that mouse ! We'll see ābout that.”
 “ *I will* have that mouse,” said thē older son.
 “ You *wōn't* have that mouse ! ” said the little one.

3.

I told you befōre 'twās a stormy night
 When these two little kittens began to fight :
 Thē old wōman seized her sweeping brōm,
 And swept the two kittens right out of the rōm.

¹ For Questions on this Lesson, see page 173.



4.

The ground was covered with frost and snow,
And the two little kittens had nowhere to go;
So they laid them down on the mat at the door
While the angry old woman was sweeping the floor.

5.

And then they crept in as quiet as mice,
All wet with snow and as cold as ice;
For they found it was better, that stormy night,
To lie down and sleep than to quarrel and fight.¹

¹ For Questions on this Lesson, see page 173.

III.

10. *MAIDEN MOTHER.*

jôy	eÿes	fhôught	faïth'ful
mîld	guârd	gôld'en	slûm'bers

MAIDEN Mòther, meek and mild,
 Take, oh take me for thy child.
 All my life, oh let it be
 My best joy to fhînk of thee.

2. When my eyes are closed in sleep,
 Through the night my slumbers keep.
 Make my latest fhôught to be
 How to love thy Son and thee.
3. Teach me, when the sunbeam bright
 Calls me with its golden light,
 How my waking thoughts may be
 Tûrned to Jesus and to thee.
4. And, oh teach me through the dāy,
 Oft to raise my heart and sây,
 "Māiden Mòther, meek and mild,
 Guard, oh guard thy faïthful child!"
5. Thus, sweet Mòther, dāy and night,
 Thou shalt guide my steps arîght;
 And my dying words shall be,
 "Vîrgin Mother, prāy for me!"¹

¹ For Questions on this Lesson, see page 173.

IV.

11. THE VACATION FAIR.

1. *The birds are singing,
The bells are ringing,
There's music in all the air;
We all together,
In golden weather,
We merrily go to the fair.*

2. *We have no money,
For ribbons bonny,
Our clothes are the worse for wear;
But little it matters,
In silk or in tatters,
We merrily go to the fair.*



3. Come, lads and lasses,
 The time it passes,
 Step out with a princely air;
 As all together,
 In golden weather,
 We merrily go to the fair.

V.

12. FACT AND FABLE.

1. *In storm and shine,
In cloud and sun,
O Master mine,
Life's course is run.*
2. *And shine and cloud,
And sun and storm,
Are all allowed
Life's course to form.*
3. *All colors blend
For rainbow hues,
All forces send
The morning dews*

4. So, Master great,
The childish mind,
In all you state,
May pleasure find.

5. Not Fact alone
Can counsel give,
Dry as a bone—
Let Fable live.

6. Fable and Fact
Should mingled be;
Both counteract,
Yet both agree

7. *Let both be dressed*

*In colors gay;
Tints mix the best
That varying lay.*

8. *All things have worth,*

*All joys are bright;
Give children mirth—
'Tis wise and right.¹*

VI.

13. THE MICMACS.

priēst	à wāy'	sāv'ag es
whites	à lōne'	vēnge'ançe
boughs	à bout'	wil'der ness
spīr'it	āt tāk'	Indian (īnd'yan)
fēar'ful	ea noēs'	Canada (kān'a dā)
eoun'çil	de çēived'	English (īng'glish)
mīe'maes	eom plāint'	Christian (krīst'yan)

¹ For Questions on this Lesson, see page 173.

LONG AGO, when the whōle of Canada waꝝ a wilderness, a good priest spent his life working to save the souls of thē Indians. He was fōrced to sleep upon the ground, on boughs for a bed, to pine at times for fōod, and ōften to go into strānge and fearful places.

2. He had the cāre of a Christian tribe called Mie-maes, who mōstly lived good lives. They loved the priest, and on feast dāys, when he came to sāy Māss for them, they gave him fish, game, fruit, or ōther gifts. When he sailed āwāy in his canoe, they said sadly to each other, "The friend of the Great Spirit is gōne!"

3. Once when the priest came, he found them holding a secret cōuncil. Fearing it waꝝ a council of war, he said to them, "The friend of the Great Spirit can not be deceived. He knows that you are trying to hide a secret from him."

4. As thē Indians were silent, he āsked their chief, in the name of Gōd, what they were ābout to dō. And he said, "We will go and fight thē Englišh." Then, not waiting to hear mōre, they rushed to their canoes and sailed āwāy, leaving the priest standing ālōne.

5. But he tōok an old canoe, which waꝝ left upon the shōre, and followed the savāges as fāst as he cōuld. And wḡ he caught them, he begged them not to attack thē Englišh.

6. But the chief said, "Thē Englišh have been (bīn) so eruel to us that we must kill them all."

The good priest then said, "Leave vengeance to Gōd, and I will ask the (thú) king of Eng̃land to be kind to you."

7. The Miemaes had faifh in "the friend of the Great Spirit," and did as he said. The whites were thus saved, and thē Eng̃lish made such good laws for thē Indians that they no mōre had cause for complaint. And thus the good priest worked for peace on ěarfh, as well as to save the souls of the red men.¹

SECTION IV.

I.

14. LET US TRY.

g̃reāt	gāth'er	lis'ten	at trāet'
wrōng	trāv'el	eōr'ner	eon sēnt'
wāved	plēn'ty	sīs'ter	pēr hāps'
ā hēad'	fāllen	āe'tion	hōld'ing
lūck'y	pēr mīt'	dīs'tance	pre vēnt'
shout'ed	eōm'ing	bēr'ries	joūr'neý
ēn'gīne	bās'ket	rāil'wāy	hōpe'less

"**H**O! stop the train! ho!" shouted John Fultōn and his little sister, as she held her arms and he waved his cap, to cātch thē eye of the man at thē ěngīne. But why did they wish to stop the train? Did they want to travel by it? Listen and I will tell you.

¹ For Questions on this Lesson, see page 173.

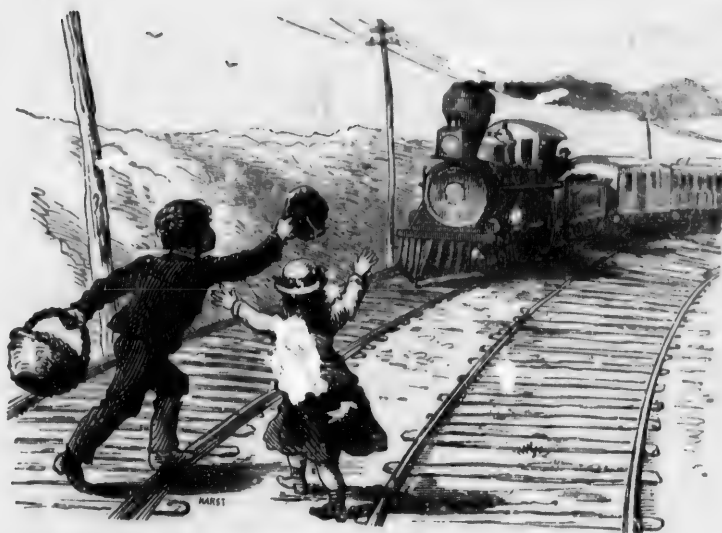
2. John's párents lived in á small house, not far from á large town, and near a grove where berries grew in great plenty. One fine mórning, he ásked his móther to permit him and Jane to take the básket to go to gáther berries.

3. She gave hër consent, but told them, as they would have to cröss the railway, they must look up and down the track and see that no train wás coming. So, when they came to the railway, they looked first up, and then down.

4. "What's that?" said John. "I do think it is something ácröss the rails; let us run and see." They ran á few yards, and then they saw that an old tree had fallen on the track, blocking up the wáy. "Oh, dear!" said he, "what shall we do? The train will sōon be here, and the people, perhaps, will all be killed!"

5. "Let us run and tell them to stop," said Jane.— "But they wōn't stop for us," said John; "they will think we are making fun of them, and they will not see the tree until they have túrne^d the corner of the wōod."

6. "Let us try, oh! do let us try," said the little girl; and they did try. They ran up the line as far as they could to meet the train, shouting and holding up their arms. The man at thē engine was looking áhead, and seeing the wild actions of the little ones, he thought thêre must be something wrōng, and shutting off the steam, brought the train to á stand-still, just in time to ávôid running over the tree.



7. Many of the people in the cars got out to remove the tree; and, before they started on their journey, all thanked the children for what they had done. One old man said, "How lucky that the little boy and girl saw the fallen tree, and saved us from harm."

8. "Nāy," said a widow, who heard the remark, "do not say it was lucky, sir, but say," and she fondly pressed to her bosom her own two little children, "How good it was of our Father in heaven, to send these dear little ones this way, and put it into their hearts to try and save us from danger." And the widow was right.

9. It seemed a very hopeless thing, did it not, to attempt to stop the train? But, in case of great need, though a thing seem hopeless, always "*Let us Try.*"¹

¹ For Questions on this Lesson, see page 174.

II.

15. THE GENEROUS BOY.

buŷ	rōlled	ūse'ful	mōn'eŷ
jōlt	sehōōl	gūt'ter	elōth'ing
ēarn	thōugh	wīd'ōw	hāp'pi er
hēard	stā'tion	eān'dŷ	against (ā gēnst')

LUKE MAY waŷ a fine little fēllōw. On his bright young face a happy smile always rested. He was never seen to frown, never known to sulk.

2. One dāy, as he waŷ going hōme from sehōōl, some rŷde boys pushed him against a poor lad who was pāssing by. This lad's name was John Pōst, and Luke knew him vĕry well. He sold candy on the cars to help his mōther, who was a wīdōw, and able to ēarn but little, as very ōften she could not gĕt work.

3. When the boys pushed Luke against John, they lāughed and shouted, because the jolt caused John to drop his bāsket, and the candy in it rolled out into the mud of the gutter.

4. The trāin waŷ just ābout to leave the station, and poor John's wāres were so wet and dīrty that he could not save any of them, and he had not time to get mōre. Indeed, he had tāken all the mōney he had to buy these.

5. John wept over his lōss, and when Luke spoke to him, he sobbed out that he had hoped to sell all he had, to help pāy the rent, which was due that

dây. As sōon as Luke hēard this, he thōught of his tin bank at hōme.

6. Luke had been saving his mōney for a lōng time to buy a magic lantern, and had that morning counted it all over, and found that he had just the right sum. But now he made up his mind, though it was some pain to him, to give this money to John, who was in such want.

7. Luke then tōok John hōme with him, and when Mrs. Māy hēard the stōry, she gave John some clothing and also ōther useful things for his mōther and himself. The boy thānked them bōth with tears of grateful joy, and that night there were happy hearts in his humble hōme.

8. But Lāke May, though he had to give up his magic lantern, was just as happy, because he knew that he had done good, and pleased Gōd.

9. In after years, when bōth these boys grew up to be pious, Christian men, John never failed to show his good will for the timely help Luke had given him as a boy; and though each took a different pāth in life, they ōften met, and aided one anōther with joy. No matter how trifling your good deeds māy be, Gōd will surely mark and reward them all.¹

III.

16. A LITTLE MOTHER.

gl̄ues	cām'phor	to bāe'eo
buil'd'er	lēngth'wise	eon vēm'ient
flān'nels	broad'elōths	mīs'chie vōus

¹ For Questions on this Lesson, see page 174.

THERE is a funny little creature in a buff satin dress, which likes to live in our houses, though I must say she is not very welcome, and we try our best to drive her off.

2. Not but what she is pretty enough, but she has a great fancy for making her nursery in our furs and woollens. When we find bare places in our muffs, and tiny holes in our flannels and broadcloths, we have good reason to be vexed with her.

3. This little mother is a fly, not more than a quarter of an inch long. We call her a moth, and she glues her eggs to the hairs of furs or woollens that she finds hanging up in closets, or packed in trunks, unless they smell strong of camphor or tobacco, which she hates.

4. After the eggs have been (bin) there two or three weeks, they burst open, and out come the babies. They are not buff flies like their mamma, but tiny white worms, and they begin at once to build houses for themselves.

5. You see, these little fellows know all they need to know as soon as they are born, which is very convenient, as they have to build their own houses before they are two days old.

6. This is the way they go to work. The little builder reaches around until he finds a long hair—long to him, I mean—which he cuts off close to the cloth. .

7. This he lays lengthwise of his body, then gets another and lays by its side, fastening them together

by silk threads, which he spins as he works. Thus he goes on, cutting, spinning, and weaving, till his house is large enough to cover his body and tûrn in.

8. All this time he has not eaten a mouthful, and he never does until his house is done. When he does eat, he cuts those tiny pin-holes you have seen in clöth; for he eats solid clöth, not the loose hairs.

9. He is a wise little fëllōw, too. If you have a cöstly broadelöth by the side of a cheap woolen, the cunning little mother will settle her babies in the broadcloth, and leave the cōarse woolen alōne.

10. That is because there is less oily matter in the best cloth. And the baby himself, though he wanders around to öther goods, wōn't touch anything common when he can get fine clothes to eat.

11. When he begins to eat, he eats so much that he sōon finds—as you children do—that he is too big for his clothes. When that happens to you, your mother buys you a new suit, but the poor baby möth has to make his own suit. How is it done?

12. He just cuts a slit in his cōat—or his house—and puts in a patch. It is no small job for him, öither; it takes him a week, but when it is done he has no more trouble, but just goes to eating again.

13. When he has eaten enough, he shuts up the end of his house, and hangs it to shelf or wall, where he thinks it will be safe. Shut up in that snug, dark nursery, a very strange thing happens. Wings bud out, legs grow, and äfter äwhile the house bürst open, and out comes a tiny buff satin fly, just like

the little mother who first glued the eggs to the broadcloth.

14. This little mother is not the one that spoils our carpets for us, but she is her own cousin. The carpet moth is another very mischievous little fly, and we take good care to put plenty of camphor and tobacco in the dark corners, so that she shall not set up her nursery in our houses.¹

IV.

17. *THE CANDLES.*

PART FIRST.

gĭv'en	tāl'lōw	kĭtch'en	mĭs'tress
tā'per	bās'ket	blĕss'ed	fām'i ly
eăn'dle	eon tĕnt'	wăx'light	pō tā'tōes

THERE was a great wax-light that knew well what it was. "I was born in wax and formed in a mold," it said. "I give more light, and burn a longer time than any other candle. My place is in a silver candlestick."

2. "That must be a charming life," said the tallow candle. "I am only of tallow, but then I feel it is far better than to be a mere taper that is dipped only twice; for I am dipped eight times."

3. "I am content. It would, to be sure, have been finer still to have been born in wax, as you were, and not in tallow; but one does not make himself."

4. "You are put in a great room, and in a silver candlestick. I live in the kitchen; but is not that

¹ For Questions on this Lesson, see page 174.



a good place, too? Thêre they gêt up all the dishes in the house."

5. "Thêre is something that is better than eating!" said the wax-light. "To be with great folks, and see them shine, and shine yourself, is far better. There will be a ball here to-night. Now I and all my family are sôon to be sent for."

6. This was but just said, when all the wax-lights were sent for, and the tallow-candle too. The mistress took the candle in her fair hand and went into the kitchen. There stood a little boy with a basket

that was full of potatoes, and a few apples were in it too. The good lady had given all these to the poor child.

7. "Here is a candle for you, my little friend," said she. "Your mother can use this, when she has to sit up and work far into the night."

8. The lady's little daughter stood by her; and when she heard the words "far into the night," she said, "And I'm going to sit up to-night, too! We are going to have a ball, and I'm to wear big red bows for it."

9. How her face shone! Yes, that was joy! No wax-light could shine like the child's eyes. "That is a most blessed thing to see," thought the tallow-candle; "I shall never forget it." And then the candle was laid in the basket under the cover, and the boy took it away.

10. "Where am I going to now?" thought the candle. "I shall be with poor folks, and may not get even a brass candlestick: but the wax-light is stuck in silver, and sees the finest folks! What can be more charming than to be a light among fine folks? But poor *I* am tallow—not wax."¹

V.

18. *THE CANDLES.*

PART SECOND.

al'sō	fine'ly	light'est	be sīde'
lā'dy	kīnd'ly	glād'ness	small'est
gñests	hōr'rid	twink'led	spūt'tered

¹ For Questions on this Lesson, see page 174.



AND so the candle came to the pōor folks: a wīdōw with three children, in a little lōw rōom, just on thē other side of the street from the house of the (thū) rich folks.

2. "Gōd bless the gōod lady for what she gave!" said the mōther; "it is a fine candle, and it will bŭrn till far into the night."

3. And the candle wāş lighted. "Pugh!" it said, "that was a hōrrid match she lighted me with. One hardly öffers such a fhing as that to a wax-light, over at the rich house."

4. There also the wax-candles wêre lighted, and shōne out over the street. The rich house wæs filled with guests for the ball, dressed so finely; and the mūsie struck up.

5. "Now they begin over there," felt the tǎllōw-candle, and thought of the little rich girl's bright face, that wæs brighter than all the wax-lights. "That sight I never shall see any mōre."

6. Then the smallest of the children in the pōor house came; she wæs a little girl, and put hēr arms round her brōther's neck; she had something so nice to tell, and must whisper it.

7. "We're going to have this night—just think of it—we're going to have warm potatoes!" and her face wæs bright with gladness. The candle shōne right at her, and saw a joy as great as was in the rich house, where the little girl said, "We are going to have a ball to-night, and I shall wear some great red bows."

8. "Is it such a great thing to get warm potatoes!" thought the candle. "Well, here is just the same joy among the little things!" and it sneezed at that—that is, it sputtered—and mōre than that no tǎllōw-candle could do. The table was spread, and the potatoes wêre ēaten. Oh, how gōod they tasted! it was a rēal feast; and then each gōt an apple besides.

9. Then the little children went to bed, gave a good-night kiss, and fell āslēep right āwāy. The mōther sat till far into the night, and sewed, to get a living for them and herself. From the rich house

the lights shōne and the music sounded. The stars twinkled over all the houses—over the rich and over the poor—just as clear, just as kindly.

10. "This is a rare night," thought the tallow-candle. And its last thoughts were of the happy children's faces—the two alike happy—the one lighted by wax-light, and the other by a tallow-candle.¹

SECTION V.

I.

19. RACE OF THE FLOWERS.

lī'lae	mū'sie	rūn'ning	No vēm'ber
lāt'er	hīgh'er	lār'k'spūr	Sēp tēm'ber
tīp'top	Au'gust	dis grā'ce'	ge rā'ni ūm
plēn'ty	nēi'ther	sūn'flow er	ō'ver tāk'en

THE trees and the flowers seem running a race,
 But none treads down the other ;
 And neither thinks it his disgrace
 To be later than his brother.

2. Yet the pear-tree shouts to the lilac-tree,
 " Make haste, for the spring is late !"
 And the lilac-tree whispers to the chestnut-tree,
 Because he is so great,
 " Pray you, great sir, be quick, be quick,
 Far down below we are blossoming thick !"

¹ For Questions on this Lesson, see page 174.

3. Then the chestnut hears, and comes out in bloom—
White, or pink, to the tip-top boughs—
Oh why not grow higher, there's plenty of room,
You beautiful tree, with the sky for your house?
4. Then like music they seem to burst out together,
The little and the big, with a beautiful burst;
They sweeten the wind, they paint the weather,
And no one remembers which was first:
White rose, red rose, bud rose, shed rose,
Larkspur, and lilac, and the rest,
North, south, east, west,
June, July, August, September!
5. Ever so late in the year will come,
Many a red geranium,
And sunflowers up to November!
Then the winter has overtaken them all,
The fogs and the rains begin to fall,
And the flowers, after running their races,
Are weary, and shut up their little faces,
And under the ground they go to sleep.
Is it very far down? Yes, ever so deep.¹

II.

20. FALL SONG.

THE ash-berry clusters are darkly red;
The leaves of the chestnut are almost shed;
The wild grape hangs out her purple fruit;
The maple puts on her brightest suit.

¹ For Questions on this Lesson, see page 157.



2. The boys chase the squirrel from tree to tree :
 "Thêre are nuts," says the squirrel, "for you
 and for me ;"
 The boys hear the chatter—the squirrel is gōne ;
 They shout and they peer, but he's seen by nōne.

3. After a silence, the wind complains,
 Like a creature lōnging to bŭrst its chains :
 The swallōws are gōne, I saw them gāther,
 I hēard them mŭrmŭring of the weather

4. The clouds move fast, the South is blowing,
The sun is slanting, the year is going :
Oh, I love to walk where the leaves lie dead,
And hear them rustle beneath my tread !¹

III.

21. I WILL FOLLOW THEE.

1.

*I would be Thy little lamb,
I would follow Thee;
Tender-Shepherd! in Thine arms,
I would carried be.*

2.

*Do Thou lead me all the day
In the safe and narrow way,
Never, never let me stray
Dearest Lord! from Thee.*

3.

*Glad I hisp my simple prayer,
Knowing Thou art near;*

¹ For Questions on this Lesson, see page 175.



When I ask Thy tender care
Thou dost love to hear.

4.

Softly in my heart I know
'Tis Thy voice that murmurs low—
"Dearest child! I love thee so
That I died for thee."

5.

Thou didst lay Thy glory by,
O my Saviour dear!
In a manger Thou didst lie,
Cold, and hard, and drear.

6.

At Thy gentle Mother's side,
Let me too with Thee abide,
Dear St. Joseph was Thy guide
In Thy work or play

7.

In that Holy Family
Let me numbered be;
Meditating day by day
On that wondrous Three.

8.

Then, when I am older grown,
Thou wilt be my very own,
Coming from Thine altar-throne
To dwell awhile with me.

9.

In Thy footsteps day by day,
Jesus! keep Thou me;
From Thy side I'll never stray,
I will follow Thee!



APPENDIX.

LESSON QUESTIONS.

PART I.

LESSON 1.—What is the subject or name of this lesson? Of whom is the story told? What is the prince's first question? The second? Why did he flee? Where did he sleep? What first waked him? Why was this lucky? Where did he next hide? What here saved him? When his foes were gone, whom did the prince thank? Has God made anything in vain?

What sounds are first taught? What sound of *A* is given at the head of this Lesson? [*The first or name sound.*] How is the *A* marked for this sound? [*By a straight mark from side to side placed over it, as ä.*] One pupil will first speak a word of the exercise and make the sound twice, as fäce, ä, ä; and then the class will do the same.

LESSON 2.—Where were Nan and Frank to play? What fell from it? Who picked it up? What did Frank say? What was Nan's answer? Who came that way? Did he judge for them? What did he do with the nut? As he gave Frank the shell, what did he say? What did he say to Nan? Who had the meat, and why? Was this right?

What sound is given at the head of this Lesson? [*The second sound of A.*] How is it marked? [*By a curved mark placed over the ä.*] The class, both separately and in concert, will read these words, making the sound after each one twice; as, bäd, ä, ä.

LESSON 3.—What two names are here given? At what hour of the day does the Lesson begin? Where were Rose and Charles? Where was their home? Where were their parents? What animals are named, and where were they? At what were Rose and Charles looking? What did she say of God? Of the Blessed Virgin? What

did Charles ask? What was the answer? What did they hear at the door? What did Charles then do? Of what did he dream?

How is *A* marked for its *third* sound? As you speak the words of the Exercise, make the sound after each one; as, *fär, ä*. Should the words *papä'* and *mammä'* be spoken with greater force at the beginning, or at the end? What is this *greater force* called? [*Accent.*]

LESSON 4.—What is this Lesson about? What name is given? What did he hear? How and by whom were the sounds made? What were the people in chase of? Where did the bees light? What was then done? Why did the man let the hive fall? What did the bees then do? The people? Why did the bees come back to the hive? What was then done?

What two marked letters are used for the *fourth* sound of *A*? [*The letters a and ô; as in all, ôr.*] Write these letters and mark the letters on the blackboard. Read the exercise and speak the sound after each word; as, *tall, a*.

LESSON 5.—The subject? Who was May Dare? What was in her room? What did she do before the picture? What would she say? What did her mamma often say? What was May's Christmas present? From whom? Whom did she see? Where? Why did May's eyes fill with tears? Why did she run home? What did she give to keep the baby warm? What did the mother say? What is May's present name?

What sound of *A* is given in the Exercise? [*The fifth sound.*] What is it like, and how made? [*It is nearly like the first sound, and is made by trying to say ä, with the lips nearly together and held firm against the teeth.*] Speak this sound twice after each word of the Exercise; as, *häre, ä, ä*.

LESSON 6.—Whose name is here given? What have you learned of Seth? What at school? What is he too fond of? Why did his mamma give him money? Going to the store, whom did he hear? Did he aid the blind man? Did Seth's mamma learn of this? She told him a story of what? How did the ant get in danger? How was she saved? A few days later, what did the ant see? How did she save the dove? What may you learn from this tale?

On what is the Exercise at the head of this Lesson? [*On the sixth sound of a.*] How is it marked? What is this sound like? [*Like the second sound of A, a in at, made a little longer and softer.*] Read the exercise and speak the sound four times after each word.

LESSON 7.—Why did Sister Regis come each day? Of what did she speak to them? Were they pleased? The age of the youngest? Her name? As the great day drew near, what did the Sister do and say? What did Eva do? How did she appear on Easter Eve? What did the kind priest do? What did he say? What answers did she give? What was said at the altar-rail? Did Eva go with the rest?

What sounds are taught in Lessons 7, 8, and 9? [*The sounds of E.*] Which sound of *E* is in the Exercise of Lesson 7? [*The first or name sound.*] Why are some of the letters printed slanting? [*Because they are silent, or do not here stand for sounds.*]

LESSON 8.—What is the subject of the Lesson? Whose name is given? What three facts are first told of Ann? Can she write? When did she take a walk? What went with her? What did she see along the lane? What did she say of men at work? Of plants and fruit-trees? What large trees were in the wood? What was in a deep gulf in the wood? What is a creek? [*A large brook, or a small river.*] Why was it hard work to get down to the creek? On what did Ann sit? What did she see and hear? What did she find?

What sound of *E* is taught here? [*The short or second sound as in tēn.*] Speak the sound twice after each word of the Exercise.

LESSON 9.—Of what is this story? Peep was what? How did she get her food? Where did she take a walk? Near a clump of ferns, what did she hear? What made the noise? What did he say to her? What did she then do? Where did they dine? What had they for dinner?

What sound is taught in the words at the head of the Lesson? [*The third sound of E.*] What marked letters stand for this sound? [*They are ē, ī, and ū.*] Write them on the blackboard (or slates). What is this sound? [*It is the second sound of E made longer and softer.*] Speak it twice, after each word of the Exercise.

LESSON 10.—Was Pert polite at dinner? What did he say at last of frogs and bees? Of her home? What did he advise her to do, and why? Did she go with him to town? How did they get in the grand house? What frightened them? Did they escape? What did Peep then say?

LESSON 11.—Describe James Wright. Who is his playmate at home? Describe Maud. When they were playing in the front yard, what was their papa's position? With what were they at play? On what and how often did Maud make the top sing or hum? Which could spin the top longer? How was Maud affected, and what did she do? What did James say? What did she then do? What did their papa do? What did he ask Maud? Her answer? His reply? He told them a tale of what? What did the fly do, and the result? What did the moth say? What did she do? What did the fly then say? What are we too apt to do?

What sounds are taught in Lessons 11 and 12? What sound of *I* is given in the Exercise of this Lesson? [*The first or name sound.*] Speak it twice after each word.

LESSON 12.—What is first said of Owen Quinn? What had he? What and whom did he lose? Where were Frank and James? How did he get his food? Why did he send for his two sons? What did he say to them? Who was with the father before he died? Did they seek for their father's wealth at once? What did they think it was? How did they seek for it? When they gave it up, what did Frank say? What did James answer? How large a crop had they? What did they then say?

What vowel sound is taught in the Exercise? [*The second sound of I, as in it.*] Speak it twice after each word; as, It, I, I; Is, I, I.

LESSON 13.—What is the subject of this Lesson? When did Rose and John take the walk? What did John see in a large yard? What did he say? What did Rose say? How were they received at Jane Roe's? What did Jane's mamma say? Did Jane give them fruit? What fruit? Where was the dog chained? What did the dog do? What did Jane then say? How was John affected, and what did he say?

What sounds are taught in Lessons 13, 14, 15, and 16? [*The sounds of O.*] The Exercise at the head of this Lesson is on what? [*The first or name sound of O.*] Speak it after each word of the Exercise.

LESSON 14.—Subject of the Lesson? The boy's name? How and where did he stand? What strange sounds did he hear? How did he look upon the stream? Repeat the old man's question. The boy's answer. Tell what is said in the sixth paragraph. The seventh.

Is the Exercise on the same sound as that of Lesson 13? What sound is it? [*The name sound of O.*] Speak it twice after each word pronounced, accenting it, or making it stronger, the first time; as, gō, ō'ō; ōak, ō'ō.

LESSON 15.—What is said of Charles Hill, in the first paragraph? How old is he? The name of his dog? What can Toss do? Tell the story of the string of fish. How did the boy and his dog go into the water? What did Charles tell his mamma? She told him what? What did he say and do? What, when he got up?

The Exercise is on what? [*The second sound of O as in ōn.*] Make the sound twice after each word, speaking the first lightly and the second with accent, or *force*; as, ōn, ō, ō'; hōt, ō, ō'.

LESSON 16.—What is said of Aunt Booth, first paragraph? Why did she want to prove her nieces? Why did she give each a gold dollar? What did all but one buy? Ruth bought what? What did Aunt Booth say to Ruth? Where does Ruth now live? What playmate did her aunt get for her? Dash does what? What does Ruth do at school? What more does she do daily? Does Dash go to Mass with her?

The Exercise is on what? [*The third sound of O, as in dō.*] How is this sound shown? [*By ū, ō, and ōō; as in Rūth, tō, mōōn.*] Make this sound three times after each word, accenting the first; as, tō, ō', ō. ō; sōōn, ōō', ō, ū.

LESSON 17.—Subject of the Lesson? Their names? Ages? What is said of James, in the second paragraph? Third? Fourth? Fifth? What is said of Luke Blake, in the sixth paragraph? What is said of a bird's nest? Of ~~roads~~ and frogs? With whom did he

live and why? He did what for his aunt? In the ninth paragraph, what is said of him and James? In the tenth?

The sounds of *U* are given in the Exercises of what Lessons? Which sound is given in Lesson 17? [*The first or long sound.*] Make this sound three times after each word of the Exercise, accenting the second; as *ūse*, ū ū'ū; *blūe*, ū ū'ū.

LESSON 18.—Thus these boys came to do what three things? The parents said what? What had the boys in common? How long did they live so? When did they rise and how pass the day? They found what? They learned what? What is said of grapes and nuts? Eighth paragraph, what is said of school and books? When were the boys asked out to supper? How did James become blind? What did Luke resolve to do? The parents did what? Why were James and Luke known as wise men? How did Luke gain more wealth for both? What use did they make of their wealth? How long did they live together? What is here said to be true?

What sound of *U* is given in the Exercise? [*The second or short sound, as in ūs.*] What letters stand for this sound? [*Two, ū and ò, as in ūp, còme.*]

LESSON 19.—Give the name of the Lesson. What is first said of soldiers? Of the weather? Where did the soldier stop, and for whom? What did the guide ask his mates to do? Why did they not heed him? Who loaned his cloak? Who was Martin? As he went home without his cloak that cold night, what did he say? Who asked for him later? Did Martin know him? Describe the meeting. What is said of the son, paragraph 10? What did he do for the father? What aided him to find his father? What was said by those present?

The Exercise is on what? [*The third sound of U*] What marked letters stand for this sound? [*Three, ū, q, and õ, as in pŭt, còuld, fòot.*] Make the sound three times after each word, accenting the last sound; as, *fŭll*, ū ū ū'; *wòol*, ū ū ū'.

LESSON 20.—Subject? Spring brings glad sound from where? What sing, bleat, low, and flow? What is said of youths?

What sound is here taught? [*The sound of Ou.*] What letters stand for this sound? [*Ou and ow, as in out, cow.*] Make the sound four times after each word; as, *loud*, ou, ou, ou, ou.

LESSON 21.—The subject? Describe the weather. The close of school. What did the boys do? Whom had they passed, and what was he doing? What said James Mount? Henry South? James knew what? Did what? They soon found what? What did James and the rest do? On reaching the old man's house what did he do? How was James affected?

LESSON 22.—Bats are found where? What is said of frightened children? Are bats harmless? What is said of our common bat's skin and head? Its fur, wings, and eyes? Its ears, nose, and mouth? Its jaws? Its motions? Where does it live mostly in cold weather? Its food, and when taken? What eat bats? What is said of bats in the far East? In an old story, what is said? What was the bat claimed to be? What did it do at first, and why? It joined which side first, and why? Give the bat's reason for so doing. When did the bat join the birds, and its reason? What was thought base by both sides? In the tenth paragraph what is said of the result? What should we not seem?

On what are the Exercises of the next five Lessons? [*Subtonics.*] What are they? [*Subtonics are modified tones of the voice.*] What three subtonics are taught here? [*Those of B, D, and G.*] Read the Exercise and make the sound of the given *Italic* letter after each word thereof.

LESSON 23.—Subject? When and where did he live? When made Bishop, what did he ask for, and why? One June day what happened? Joseph's office? The Saint said what to him? Then what did the poor man? The Saint? Joseph said what to the Bishop? When the man came the third time for alms, what said the Saint? The steward did and said what? When the holy Bishop found Joseph was right, what said he?

The Exercise is on what sounds? [*Those of J, L, and M.*] Make the sound of the given letter twice after each word is pronounced.

LESSON 24.—Subject of the lesson? Who will be named? The godmother? Describe the robe. The more wonderful robe. Who was to give it? Nora's answer? Olive's answer? Why is the soul of the infant soiled? The effect of the water of Baptism? What said the mother? Olive? Nora? Mrs. Rork?

The Exercise is on what sounds? [*Those of N, N-g, and R.*] Make the sound *twice* after each word.

LESSON 25.—Subject? Do you love flowers? Who give a meaning to flowers? Flowers have a holy meaning where? The lily may remind you of whom? The lily and the rose? What is said of the violet? Of the Passion flower? What is said of flowers for the altar? Of a little boy?

On what is the Exercise? [*The sounds of T-h, V, and W.*] Make the sound twice, and repeat, after each word, accenting the first sound, as—The, th' th, th' th; this, th' th, th' th.

LESSON 26.—Subject of this Lesson? What question is asked the flowers? The answer in the second stanza? As you gaze upon flowers, of whom are you to think? What is Jesus' garden? What are the flowers? The weeds? What are you to do with the blossoms? With the weeds? What will be done with the flowers given to Jesus?

The Exercise is on what? [*Y and Z.*] Make the sound twice, and repeat, after each word, accenting the second sound, as—Ye, y y'—y y'; You, y y'—y y'.

LESSON 27.—Subject? What is a hymn? [*A song of praise or thanksgiving; a religious song.*] What is St. Joseph here called? What is he asked to do, and why? What request is made in the third stanza? In the fourth?

The sounds of Exercises in Lessons 27 and 28 are called what? [*Atonics.*] What are they? [*They are the breath sounds of speech.*] Name the letters that stand for them in Lesson 27. [*They are F, H, and K.*] Make the sound *three* times after each word spoken, accenting the first, as—Free, f' f f.

LESSON 28.—Subject? What may gulls be called, and why? Describe their bills, wings, tail, and toes. Where lives the largest gull? Give its size, color, and habits. What is said of pure white gulls? How may the large common gull be known? How does it fly? Its food? When noisy? Its nest? What is said of its sitting and of its young? What do most children think more of, and why? What is said of the child who lives near the sea?

What sounds are taught in the Exercise? [*The sounds of P, S, T, and Th.*] Make the sound three times after every word, accenting the *second*, as—*Ti p, p p'p.*

LESSON 29.—The subject? What is said of her and her school? What is said of her, paragraph 2? As the nurse dressed her, what did she do? Where did she take long walks? What is said of Mass and Sunday School? Of boots? Of the sea-shore? Why did she stand on the wharf? At home she did what? Was this long ago? Why was she so happy? How may you best enjoy play? What will follow? Work does what? How should you work?

What are the sounds of this Exercise? [*Those of Ch, Sh, and Wh.*] Make the sound *three* times after each word, accenting the last, as—Child, *ch ch ch'*.

LESSON 30.—Subject? What time is here given? The children are where, and doing what? Why are they glad to dress the altar? What have Kate, Amy, and Jane? Rose and Mary have what, and each does what? They do what, when all is done? When older, they will know what?

LESSON 31.—Who said the first Hail Mary? What words were spoken? What is said of all who love Jesus? Give the reason why the angel spoke the words. It was the same as what? After saying the Our Father, why should you say the Hail Mary? Why is Jesus glad to do what she asks? She once said what about wine? He did what? You may be sure of what? What is said of the word Mary in stanzas 7 and 8?

LESSON QUESTIONS.

PART II.

LESSON 1.—What is the subject? What is first said of Kate Ross? She loved to do what? How fond was she of them? The parents' business? What did she take or sell without leave, and why? In the absence of the parents, Kate and the three girls did what? What took place in the midst of the fun? How did the girls feel? What did they do? The next day the parents did what? The father said what? In paragraphs 6 and 7? Kate did and said what? When the two friends called, what did she think? Why did they stay but a short time? Why did the man come in? What did he think of the price? Kate asked him what? Where was he going? In answer to the question, "Are they cheap?" what is said, paragraph 11? Kate said and did what, in paragraph 12?

LESSON 2.—Kate first said what? The man did what? What did she think and do, paragraph 2? Why did she leave them? Why did she let the pan fall? What did she think of? What was broken? Why was she afraid to touch them? Then what did she hear, do and say? The mother, Kate, and the father said what? What did Kate think, say and do in paragraph 8? The father said what in paragraphs 9 and 10?

LESSON 3.—The subject? The child's name and age? She did what, and why? What is said in stanza 2? Pearl said what in stanza 3? They said what in stanza 5? What is their condition in winter? They do what? Blossom, runner, and leaf unfold from where, and when? Children then may hear what, and why? Our clocks are what? They do what? What happens before Pearl's invitation to dine? What gives the sign? When is the feast spread? With what? How are the berries to be eaten? Why quick? Why eat them yourself?

LESSON 4.—The subject? Where do they grow? For whom? Their roots are where? In winter they do what? In spring? Describe the stems. How long is the gift worked upon? Till when do we wait? Describe the morning walk and sights, paragraph 5. The effect of sunshine, paragraph 6. Describe our common water-lily. The yellow water-lily. The white water-lily takes the place of what, and stays how long? The story is told of whom? The dog was taught what? The lily comes from what? Whose gift? Let us hope what?

LESSON 5.—The subject? Why is Brother James asked to teach the children to read? Why let me learn? Teach letters how long? The child will then look where? Teach me to say what, and why?

LESSON 6.—The subject? Where was George? He did and said what? The mother's answer? Of what was he sorry? He wished what? How profit by having patron saints? What was the first picture spoken of? The second? Which did George prefer for his patron saint? What did Mrs. Benton say of his name? He is the patron of whom, and why? What was the plan by which George might bear the name of Joseph? What was St. George, and he did what? What dragons are to be fought now? Name of the great dragon?

LESSON 7.—Subject? Who was Bertha? She lived where? She lived with whom, and why? Her uncle was where? Describe her nurse. The afternoon nurse was away, where was Bertha? What did she think and do? What caused the crowd of children? The man and his bear did what? Then Bertha did what? When the children were all gone, where was she? What became of the man, and the bear, and the monkey? Why did she sit down, and where? Describe the place? How late was it? Knowing she was lost, she did what? What is said of the pine-tree, the breeze, and the music, paragraph 10? Suddenly she saw what? What did they do and say? Bertha said what? The tallest angel said and did what? Then she heard whom, saying what? When she started up, what were gone? What is said of the wind, stars, and nurse? What happened, paragraph 14? What was nurse doing when she saw the little

basket? In after years, when Bertha wanted unsafe pleasure, nurse
 what? When she sought some good, not knowing how to get
 it nurse said what?

LESSON 8.—The subject? Who were to tell and what? What
 Henry, Lucy, and Clara? Bake what, and on what? The
 bluebird said what, and where? The squirrel does what? The
 plumes are what? Wish we had what, and why? Why ring the
 bell? The plates and the cups are what? What makes the best of
 wine?

LESSON 9.—Subject? When and why did they quarrel and fight?
 What did they say? The old woman did what? Condition of
 the ground? What did they outside? What did they learn?

Won't means what, and how should it be spoken? [*It means will
 not, and it should be spoken with the name sound of ò, not short ù; as—
 wònt, not wùnt.*]

LESSON 10.—Subject? She is asked first what to do? When
 eyes are closed in sleep? Latest thought? Teach what when the
 sunbeam calls? Teach what through the day? Give the dying
 words?

LESSON 11.—Subject? What is said of birds, bells, music, and
 when? What is said of money, ribbons, and clothing? Who are
 to go, how, and where?

LESSON 12.—Subject? Where is life's course run? They do
 what? What is said of hues and dews? What should live with
 fact? What is a fable? [*A story fabricated, or made up, to teach some-
 thing useful or to amuse.*] How should fact and fable be dressed, and
 why? What shou'd we give children, and why?

LESSON 13.—Subject? When does this story begin? What was
 the good priest forced to do? Who were the Micmacs? When the
 priest visited them to say Mass, they gave him what? They said
 what, when he left them? What is said of a secret council? What
 did he say to them? To their chief? Then what did they do? How
 did the priest follow them? What did he beg them not to do? He
 said what of vengeance? The Micmacs at last did what? The
 result?

LESSON 14.—Subject? What did the children do, and why? Where did their parents live? John asked his mother what? She told him what? When they came to the railway, what did they do and say? What was on the track? At last what did the children do to stop the train? Who saw them, and he did what? The people did what? What said an old man? A widow? In great need, what should we do?

LESSON 15.—Subject? Describe Luke May. On his way from school, what was done? What is said of John Post? Why did the boys laugh and shout? Why did not John save some of his wares? When Luke spoke to him, what did John do and say? What did Luke think of? Why had he saved the money? He did what with it? Where did the two boys go? Luke's mother did what? How did the boy thank them? What is said of after years?

LESSON 16.—Subject? What has the little creature a fancy for? Why have we reason to be vexed with her? What is she, and how large? The moth does what? What come from her eggs, and how soon? Tell how the little builder works. When does he eat, and what? What kind of cloth, and why? After eating too much, what must the baby moth do? How is it done? What next? What after eating enough? What change follows? Is this the carpet moth? What is done to keep her family out of the house?

LESSON 17.—Subject? The wax-light said what of her birth, light, and place? What said the tallow candle? Though content, what would have been better? The place of each? What was better than eating? Who took the candle, and where? What had the little boy? What said she to him? The little daughter said what? How looked? What thought the candle, and it went where?

LESSON 18.—To whom came the candle? What said the mother? The candle, when lighted? What is said of the wax-candles and rich house? The smallest child in the poor house did and said what? The candle then said and did what? Describe the supper. Then what did the children, and mother? What is said of the rich house and the stars? The last thoughts of the tallow candle were of what?

LESSON 10.—Subject? What are running a race? Repeat the whole of stanza 1. The pear-tree says what? The lilac-tree? All seem to do what? Give the names in stanza 4. What come late, stanza 5? They do what in winter?

LESSON 20.—Repeat stanza 1. What says the squirrel? The boys say and do what? What is said of the wind and the swallows? Repeat stanza 4.

LESSON 21.—The subject? I would be, and do, what? Thou do what? Repeat stanza 3. I know what, stanza 4? Thou didst what, stanza 5? Let me abide where? Who was Thy guide? Let me be numbered where, and doing what? When I am older, Thou wilt be, and do what? Repeat stanza 9.

DIVISION TABLE.

1 in 0	0 times	2 in 0	0 times	3 in 0	0 times
1 in 1	1 time	2 in 2	1 time	3 in 3	1 time
1 in 2	2 times	2 in 4	2 times	3 in 6	2 times
1 in 3	3 times	2 in 6	3 times	3 in 9	3 times
1 in 4	4 times	2 in 8	4 times	3 in 12	4 times
1 in 5	5 times	2 in 10	5 times	3 in 15	5 times
1 in 6	6 times	2 in 12	6 times	3 in 18	6 times
1 in 7	7 times	2 in 14	7 times	3 in 21	7 times
1 in 8	8 times	2 in 16	8 times	3 in 24	8 times
1 in 9	9 times	2 in 18	9 times	3 in 27	9 times
1 in 10	10 times	2 in 20	10 times	3 in 30	10 times
1 in 11	11 times	2 in 22	11 times	3 in 33	11 times
1 in 12	12 times	2 in 24	12 times	3 in 36	12 times
4 in 0	0 times	5 in 0	0 times	6 in 0	0 times
4 in 4	1 time	5 in 5	1 time	6 in 6	1 time
4 in 8	2 times	5 in 10	2 times	6 in 12	2 times
4 in 12	3 times	5 in 15	3 times	6 in 18	3 times
4 in 16	4 times	5 in 20	4 times	6 in 24	4 times
4 in 20	5 times	5 in 25	5 times	6 in 30	5 times
4 in 24	6 times	5 in 30	6 times	6 in 36	6 times
4 in 28	7 times	5 in 35	7 times	6 in 42	7 times
4 in 32	8 times	5 in 40	8 times	6 in 48	8 times
4 in 36	9 times	5 in 45	9 times	6 in 54	9 times
4 in 40	10 times	5 in 50	10 times	6 in 60	10 times
4 in 44	11 times	5 in 55	11 times	6 in 66	11 times
4 in 48	12 times	5 in 60	12 times	6 in 72	12 times
7 in 0	0 times	8 in 0	0 times	9 in 0	0 times
7 in 7	1 time	8 in 8	1 time	9 in 9	1 time
7 in 14	2 times	8 in 16	2 times	9 in 18	2 times
7 in 21	3 times	8 in 24	3 times	9 in 27	3 times
7 in 28	4 times	8 in 32	4 times	9 in 36	4 times
7 in 35	5 times	8 in 40	5 times	9 in 45	5 times
7 in 42	6 times	8 in 48	6 times	9 in 54	6 times
7 in 49	7 times	8 in 56	7 times	9 in 63	7 times
7 in 56	8 times	8 in 64	8 times	9 in 72	8 times
7 in 63	9 times	8 in 72	9 times	9 in 81	9 times
7 in 70	10 times	8 in 80	10 times	9 in 90	10 times
7 in 77	11 times	8 in 88	11 times	9 in 99	11 times
7 in 84	12 times	8 in 96	12 times	9 in 108	12 times
10 in 0	0 times	11 in 0	0 times	12 in 0	0 times
10 in 10	1 time	11 in 11	1 time	12 in 12	1 time
10 in 20	2 times	11 in 22	2 times	12 in 24	2 times
10 in 30	3 times	11 in 33	3 times	12 in 36	3 times
10 in 40	4 times	11 in 44	4 times	12 in 48	4 times
10 in 50	5 times	11 in 55	5 times	12 in 60	5 times
10 in 60	6 times	11 in 66	6 times	12 in 72	6 times
10 in 70	7 times	11 in 77	7 times	12 in 84	7 times
10 in 80	8 times	11 in 88	8 times	12 in 96	8 times
10 in 90	9 times	11 in 99	9 times	12 in 108	9 times
10 in 100	10 times	11 in 110	10 times	12 in 120	10 times
10 in 110	11 times	11 in 121	11 times	12 in 132	11 times
10 in 120	12 times	11 in 132	12 times	12 in 144	12 times